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| | |
|---|---|
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| IDENTIFIERS | *Content Area Teaching |

ABSTRACT

A two-volume resource book addresses the particular needs of English as a Second Language (ESL), English language center, and transitional skills teachers. The volumes are designed to help meet the language and educational needs of ESL students in British Columbia. Volume II includes a large section of resources useful for integrating language and content instruction in all subject areas. They are coded as to their suitability for primary, intermediate, secondary, and multi-grade levels, and for language level as well. Resources for each subject area are grouped as follows: British Columbia Ministry of Education curriculum resources; locally developed resources; provincial resources; and commercially developed resources. Topics covered are language arts/English, social studies, science, computer studies/science, mathematics, fine arts, art, music, drama, physical education, health, nutrition, home economics, consumer education, business education, industrial education, career preparation, and agriculture. Information on distributors is included. (LB)

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ED338097

# E S L
# Resource Book
# Volume II

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**Province of British Columbia**
Ministry of Education
MODERN LANGUAGES
SERVICES BRANCH

FL019 840

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# INTEGRATING
# LANGUAGE AND CONTENT
# INSTRUCTION
# K-12
## AN E.S.L. RESOURCE BOOK
## VOLUME II

---

Province of British Columbia
Ministry of Education
MODERN LANGUAGES SERVICES BRANCH
1986

Issued by Authority of the Ministry of Education
Victoria, British Columbia

CATALOGUING INFORMATION

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CANADA

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4

VOLUME II

# RESOURCES
# FOR
# INTEGRATING
# LANGUAGE AND CONTENT INSTRUCTION
# K - 12

Annotated by

Carol Thew and Patricia Wakefield

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## PLAN OF THE RESOURCE SECTION

For each subject area, the resources are arranged in this order:

1. British Columbia Ministry of Education Curriculum Resources

2. Locally Developed Curriculum Resources

3. Provinces of Canada Curriculum Resources

4. Commercially Developed Resources

   1) prescribed/authorized materials sequenced from the primary to the secondary level
   2) prescribed/authorized teacher references
   3) other materials in categories dictated by the subject area and sequenced from the primary to the university level and then ordered alphabetically according to title
   4) teacher references

Descriptions of these four sources and ordering information now follow.

### 1. BRITISH COLUMBIA

### MINISTRY OF EDUCATION CURRICULUM RESOURCES FOR EACH SUBJECT AREA

Titles of documents perceived to be helpful for integrating language and content instruction are listed on a single page along with their dates of publication.

Documents seen to have a special role in coordinating language and content development are briefly commented upon.

### Ordering Information

Ministry of Education curriculum guides and teacher resource books may be ordered for schools at a cost of $2.00 each. Orders may be sent to

Publications Services Branch
Ministry of Education
878 Viewfield Road
Victoria, British Columbia
V9A 4V1.

## PLAN OF THE RESOURCE SECTION (Continued)

## 2. LOCALLY DEVELOPED CURRICULUM RESOURCES FOR EACH SUBJECT AREA WITH CROSS-REFERENCES

Locally developed resources are listed on a single page along with their date of production, and access information.

Single-page annotations follow for each locally developed resource. If the resource is cross-referenced, the annotation will appear more than once in this volume.

Permission to copy locally developed materials is sometimes restricted.

### Ordering Information

(1) If the resource has a shelf number and a record number for ordering, it may be borrowed from the Provincial Curriculum Resource Centre by requesting it by telephone, by letter, or in person. The address is

Coordinator
Provincial Curriculum Resource Centre
637 Head Street
Victoria, British Columbia
V8V 1X4.

The telephone number is 387-1941; the hours of operation are 8:30 AM to 4:30 PM.

Refer to the *K-12 Clearinghouse Catalogue for Locally Developed Materials* published by the Resource Centre for additional information and resources.

(2) Resources with a B.C.T.F. Lesson Aids number may be ordered at cost from the British Columbia Teachers' Federation Office in Vancouver. The address is:

B.C.T.F.
Lesson Aids Service
2235 Burrard Street
Vancouver, British Columbia
V6J 3H9.

Telephone: 731-8121
Toll free: 1-800-663-9163

Refer to the B.C.T.F. Lesson Aids catalogues for additional information.

(3) In some cases, the resource can only be obtained from the school district itself.

3. PROVINCES OF CANADA CURRICULUM RESOURCES

Titles of documents that the E.S.L. Resource Team found helpful in writing up this book are cited along with their dates of publication, if known.

4. COMMERCIALLY DEVELOPED RESOURCES

Single-page annotations of materials and teacher references for each subject area are included.

Commercial resources which are cross referenced as to subject areas will appear only once in this book.

Resources which are tagged (ESP) in the Subject Area(s) category are 'English for Specific Purposes' materials. The ESP materials often appear in special sections of publishers' catalogues. They are oriented towards combining second language learning and content learning and may be amongst the most helpful materials for the E.S.L. teacher and learner.

Ordering Information

The annotations give the original publisher of the resource. To assist ordering, this book lists the names of some of the publishers along with the names of the Canadian distributor and mailing addresses.

The list of Canadian distributors is subject to change, however.

Prices for items have not been listed.

# EXPLANATIONS

## LEGEND OF ABBREVIATIONS AND TERMS USED IN THE ANNOTATIONS

### Grade Level

In British Columbia public schools, English as a Second Language programs are generally organized for E.S.L. students in three age groups:

students aged 5 - 9 years

students aged 9 - 13 years and

students enrolled in Grades 8 to 12.

The locally developed curriculum resources, commerical material and teacher references are coded as to the age or grade level that they are most suited to be used with. The codings are as follows:

P = Kindergarten, Grades 1 - 3

I = Intermediate = Grades 4 - 7

S = Secondary = Grades 8 - 12

A = Adult = College/Vocational Level

U = University

In some instances, resources which were originally designed for use with students aged 8 to 13 years or so, may be suitable for filling in the gaps in knowledge and skills of adolescent E.S.L. students. The resources would therefore be coded I and S as to Grade Level.

For example, some E.S.L. students have had disrupted schooling and may have missed out on some arithmetic operations, the computing of percentages and a solid introduction to algebraic principles. They will need to have access to these operations, computations and principles, some of which will be presented in resources designed for younger student audiences.

Other E.S.L. students may have backgrounds which relatively disregard certain literacy skills. For example, some E.S.L. students may have very little experience with maps and map reading. Even if they are young adults, they may need to refer to materials on maps designed for an intermediate grade level audience.

Teachers with E.S.L. students need to be flexible in their choices of prescribed, authorized and supplementary resources.

## Language Level

The students will have various degrees of experience in an English-speaking environment and will be at various stages of language development.

Three language levels are used in the annotations: beginning, transitional, and native-like.

Students at a beginning language level are learning survival English. They may, of course, be anywhere from 5 to 18 year of age.

'Survival' English is a term used to describe the level of language learning in which students are acquiring the sound system, formulaic expressions used in everyday situations and the gestures and body language which accompany speech communication in the culture. At this stage, too, students are learning new labels for concepts already held, often translating from one language to another. Students will also need to learn new concepts in the new language, which is a difficult, time-consuming task requiring a great deal of repetition. Learning to think in a new language is an evolving process which develops with time and practice. The context for learning survival English is concrete, embedded in the 'here and now'.

Students at the transitional level of language learning are moving towards the use of language to convey abstractions. The language abilities and limitations of students at this level are described as follows.

Transitional refers to the progression of language development which takes place between the beginning or survival stage and the stage marked by native-like competency in both oral and written language. The transitional stages of language learning, in which students move toward 'academic communicative proficiency' in Cummins' terms, are not easily identifiable. These stages may span a period of four or five years; they may be marked by periods of rapid growth and periods of consolidation.

EXPLANATIONS (Continued)

Students at transitional levels have developed considerable skill linguistically and culturally. They can ask and answer questions, express needs and desires and find out information necessary to cope with everyday living. They have fundamental skills in reading and writing although they may have difficulty organizing ideas in a way considered logical in English. Their vocabulary will be limited and the structures used will not express the depth and richness of their thoughts. In short they have learned some English, they may even sound fluent, but they are just beginning to use English to learn, to think and to communicate their inner thoughts.

Students with a native-like command of English will understand and use English commensurate with the level of native speakers of English of the same age. Students at a native-like language level are fluent; they use language appropriate to the situation and topic and they can communicate their inner thoughts. However, native-like is not completely synonymous with native.

Native speakers of the language and those with native-like command of the language are not at the same level of competence. Differences do occur, sometimes in linguistic expression, sometimes in sequencing thoughts and drawing conclusions.

It is to be expected that the influence of the first language and culture will be evident in the second language for many years.

BRITISH COLUMBIA
MINISTRY OF EDUCATION CURRICULUM RESOURCES
LANGUAGE ARTS/ENGLISH

- Kindergarten Curriculum Guide and Resource Book, 1984
- Elementary Language Arts Curriculum Guide, 1978
- Elementary Language Arts Literature Resource Book
  - Volume I The Program, 1981, reprinted 1983
  - Volume II Novels, 1981, reprinted 1983
- Language Arts for Native Indian Students, 1982
- Secondary Guide English 8-12 (Revised 1978), 1979
- English 8 (Resource Book), 1977
- English 9 A Resource Book for Teachers, 1978
- English 10 A Resource Book for Teachers, 1978
- Cloze Tests Readability Guide to English 8,9,10 Materials, 1979
- Media Resources Senior English, 1984
- Media Resources Writing 11, 1984
- Composition 11 Curriculum Guide and Resource Book for Teachers, 1982
- English as a Second Language/Dialect Resource Book for K-12, 1981
- English as a Second Language for Adults: A Curriculum Guide, 1981
- English as a Second Language for Adults: English for Work, 1982

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

KINDERGARTEN/LANGUAGE ARTS

Kindergarten Curriculum Guide and Resource Book, 1984

Over 300 pages in length, this new curriculum book is comprehensive and reflects contemporary research and practice in early childhood education.

Interesting themes are suggested to develop learning activities; development is promoted in the social, physical, aesthetic, intellectual and language areas.

Sections on the young child's intellectual and language development are prominent; they provide valuable reading for E.S.L. teachers. However, the particular educational and linguistic needs of English as a second language students are not specifically addressed in this document.

LANGUAGE ARTS

Language Arts for Native Indian Students, 1982

This curriculum document is worth examining because native Indian, immigrant students, and Canadian-born students who do not speak standard English have some characteristics and educational needs in common.

Page 12 of the document notes instructional practices which are valuable with native Indian and E.S.L. students; it lists practices and materials which offer visual and manipulative reinforcement to other learning experiences.

Read-along taped books are especially good for learners unfamiliar with the majority language and culture. Pages 47 and 48 list selected publishers which supply read-along materials.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

WRITING

Composition 11 Curriculum Guide and Resource Book for Teachers, 1982

See also the Writing Evaluation Folio for Grade 10 put out by the Learning Assessment Branch.

Composition 11 is an additional writing course which focuses on the practical writing tasks which will be useful to the general population of students in their adult lives.

The Curriculum Guide and Resource Book has three sections:

> a Guide section which presents philosophy, goals, learning outcomes;
>
> a Resource section which describes the Writing Process, presents a bank of classroom materials to have students try out personal, business and school writing formats, and presents a system for evaluation of student writing at each stage of the process; and
>
> a Textbook section which describes selected texts for the course.

This 224-page document is very useful for the E.S.L. teacher and represents an insightful synthesis of the research on composition.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language for Adults: A Curriculum Guide, 1981

This comprehensive guide offers practical, adult-oriented content with a wide range of teaching techniques.

Material is organized by language functions and is aimed at a low transitional English level. The introduction, however, does describe adaptation of the material to other levels. Extensive information for the teacher and program developer is also included.

The focus is on the development of oral, and functional reading and writing skills. The primary emphasis is on learning appropriate language for daily use in adult roles that involve family and community activities.

English as a Second Language for Adults: English for Work, 1982

The annotation for this guide is to be found in the Career Preparation section of this Resource Book.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES LANGUAGE ARTS:READING

Vancouver

A Program to Foster Print Awareness: A First Step in Learning to Read, 1982
B.C.T.F. Lesson Aids #8087

LANGUAGE ARTS: WRITING

Vancouver

A Program to Foster Literacy: Early Steps in Learning to Write
B.C.T.F. Lesson Aids #8094

Delta

Write On! Writing Curriculum and Resource Book, 1984
Write On! Kindergarten and Grade One, 1984
Write On! Grades 2 and 3, 1984
Write On! Grades 4 and 5, 1984
Shelf #'s EN00-008, EN00-009, EN02-034, EN04-048
Order #'s 78, 84, 341, 85

LANGUAGE ARTS/ENGLISH:WRITING

Richmond

The Richmond Writing Project, no date
Shelf # EN01-028
Order # 119

LANGUAGE ARTS: WRITING/ART

Richmond

Art and Writing Classroom Ideas, 1981, 1983
Shelf #'s EN00-010, EN00-020
Order #'s 86, 93

Saanich

Art and Writing Ideas, 1984
Shelf # EN00-023
Order # 387

Nanaimo

Language Arts Resource Book: Junior Secondary, 1980
Shelf # EN08-025
Order # 274

Language Arts Resource Book: Senior Secondary, 1980
Shelf # EN11-004
Order # 306

STUDY SKILLS

A Sequential Notetaking Program for Intermediate Grades, 1980
B.C.T.F. Lesson Aids #9014

Delta

Research Organizes Information (Grade 5), (Grade 6) (Grade 7), 1980
Shelf #'s EN05-006, EN06-010, EN07-005
Order #/s 224, 237, 247

ENGLISH/MUSIC: LISTENING

Great Songs for the English Classroom (Exercises in Close Listening and Analysis), 1981
B.C.T.F. Lesson Aids #1041

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS: WRITING

**Title** A Program to Foster Literacy: Early Steps in Learning to Write

**Author(s)** M. Hurst, L. Dobson, M. Chow, J. Nucich, L. Stickley

**School District #** 39 Vancouver

**Date** 1983

**Shelf #**

**Record # for ordering**

**B.C.T.F. Lesson Aids #** 8094

**Components** unit

7-minute video

**Pages** 16

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | *<br>E.S.L. | | | * | * | | * | * | |

**Description**

This packet outlines a program for working with children at the stage of emergent writing for Kindergarten, and Grades 1 and 2. The program may be used with E.S.L. students in higher grades.

Writing is viewed as a process and these stages of writing development are identified:

precommunicative,
semi-phonetic,
phonetic, and
transitional.

The packet has these sections: introduction; program objectives and principles to nurture emergent writing; developmental environment; the stages of writing development; teacher interactions; conclusion; and references.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS: READING

**Title** A Program to Foster Print Awareness: A First Step in Learning to Read

**Author(s)** L. Dobson and M. Hurst

**School District #** 39 Vancouver

**Date** 1982

**Shelf #**

**Record # for ordering**

**B.C.T.F. Lesson Aids #** 8087

**Components**

A. an outline of the program
B. a teacher's manual
C.-H. 6 reading booklets with these titles: I Can Read Signs, I Can Read More Signs, I Can Read, I Can Read about Pets, I Can Read about Jack and His Friends, I Am at School

**Pages** 10, 12, 16, 15, 19, 18, 18, 23

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | | | | * | * |

**Description**

This reading program is designed for children with limited experience, limited language, and cultural differences attending Kindergarten. But it is also useful for E.S.L. students aged 6-9 years learning to speak, read, and write English.

The reading booklets present common signs from the environment, incorporate signs into meaningful sentences, and build from this base into continuous texts. The texts relate experiences relevant to the child's family and school life.
Sentence patterns are controlled; illustrations are carefully designed to foster predictions about print.
Students proceed from reading signs to reading direct conversations and a story.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS: WRITING

**Title** Write On! Writing Curriculum and Resource Book
Write On! Kindergarten and Grade One
Write On! Grades 2 and 3; Write On! Grades 4 and 5

**Author(s)** Marilyn Chapman, *et al*.

**School District #** 37 Delta

**Date** 1984

**Shelf #** EN00-008, EN00-009
EN02-034, EN04-048

**Record # for ordering** 78, 84, 341, 85

**B.C.T.F. Lesson Aids #**

**Components** writing curriculum and resource books in binder format

The first title with shelf # EN00-008 covers the entire program and comes in 2 volumes.

**Pages** 607, 300, 300, 300

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

**Description**

These writing resource books are sophisticated in theory, design, and application.

Sections discuss 'writing across the curriculum' and 'writing to learn'. The layout is consistent and readable; the artwork is simple and helpful.

Lessons devised by Donna Boydston, Barbara Jarvis, Janice Tasaka, Carolyn Hilder, Julie Corday and Georgeanna Drew focus on a variety of written discourse.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS/ENGLISH: WRITING

| | | | |
|---|---|---|---|
| Title | The Richmond Writing Project | | |
| Author(s) | | | |
| School District # | 38 Richmond | | |
| Date | no date | | |
| Shelf # | EN01-028 | Record # for ordering | 119 |
| B.C.T.F. Lesson Aids # | | | |
| Components | a binder of materials | | |
| Pages | 150 | | |

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | * | * | | |

Description

Materials derive from composition workshops held in the district. The materials aim to help teachers develop the elementary and secondary writing programs.

Writing is viewed as a process; its stages are delineated. Ideas are provided for teachers and students to work on each stage of the process. Patterns and models for writing are also provided.

Theoretical articles are reprinted.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS: WRITING/ART

| | | | |
|---|---|---|---|
| Title | Art and Writing Classroom Ideas<br>Art and Writing Classroom Ideas (2nd booklet) | | |
| Author(s) | K. Grauer and L. Kaser and 200 teachers, K-7 | | |
| School District # | 38, Richmond | | |
| Date | 1981, 1983 | | |
| Shelf # | EN00-010<br>EN00-020 | Record # for ordering | 86, 93 |
| B.C.T.F. Lesson Aids # | | | |
| Components | two coil-bound booklets | | |
| Pages | 150 and 57 | | |

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

The two booklets include classroom-tested activities on a wide variety of topics.

The time required to work on the activities is specified.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

LANGUAGE ARTS: WRITING/ART

Title Art and Writing Ideas

Author(s) S. McRae _et_ _al_.

School District #63 Saanich

Date 1984

Shelf # EN00-023 Record # for ordering 387

B.C.T.F. Lesson Aids #

Components

Pages 119

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| K- | 8 | | | * | * | | * | | |

Description

a collection of art and writing ideas for Kindergarten to Grade 8

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ENGLISH

**Title** Language Arts Resource Book, Junior Secondary

**Author(s)** Judy Fraser *et al*.

**School District #** 68 Nanaimo

**Date** 1980

**Shelf #** EN08-025 **Record # for ordering** 274

**B.C.T.F. Lesson Aids #**

**Components** 3-ring binder of materials

**Pages** 400

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | 8-10 | | | * | * | | | *<br>English |

**Description**

Teaching suggestions and student activities are arranged in 6 sections:

listening, speaking, reading, writing, literature, and language.

Useful bibliographies are included.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ENGLISH

**Title** Language Arts Resource Book: Senior Secondary

**Author(s)** Judy Fraser *et al*.

**School District #** 68 Nanaimo

**Date** 1980

**Shelf #** EN11-004 **Record # for ordering** 306

**B.C.T.F. Lesson Aids #**

**Components** 3-ring binder of materials

**Pages** 400

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | 11-12 | | | * | * | | | *<br>English |

**Description**

Teaching suggestions and student activities are arranged in 6 sections:

listening, speaking, reading, writing, literature, and language. Background information for teachers is provided in each section.
Useful bibliographies are included.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

STUDY SKILLS

Title A Sequential Notetaking Program for Intermediate Grades

Author(s) K. Harper

School District #

Date 1980

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 9014

Components booklet

Pages 11

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | | * | * | * | | |

Description

This aid presents a developmental sequence of 17 lessons to make notetaking and outlining easier. It is targeted for Grade 4 regular students, but the activities could be adapted to the primary level or the secondary level.

Activities derive from an analysis of the mental processes needed for notetaking and outlining.

Lessons develop and review skills proceeding from the concrete level to the more abstract language level. Positive and negative examples and conditions are exploited.

In the lessons, students engage in these discourse tasks:
1) discussing classifications and generalizations (main ideas),
2) discussing the nature of fiction and non-fiction, and
3) taking notes when an outline is given.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

STUDY SKILLS

**Title** Research Organizes Information (Grade 5)
" " " (Grade 6)
" " " (Grade 7)

**Author(s)** Brian Bennest

**School District #** 37 Delta

**Date** 1980

**Shelf #** EN05-006, EN06-010, EN07-005 **Record # for ordering** 224, 237, 247

**B.C.T.F. Lesson Aids #**

**Components** 3 binders of activity pages

**Pages** 125, 125, and 99

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | |

**Description**

Each of these resource books is divided into 4 sections: classifying, sequencing, outlines, and notetaking.

The activity pages use content from science, social studies, sports and recipes: they are interesting.

The activity pages help students practise the thinking required in researching and writing reports.

Students sort words and ideas into categories, order information chronologically, and detect major/minor and time relationships.

Pre- and post-tests check the ability to classify and to sequence.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MUSIC/ENGLISH: LISTENING

**Title** Great Songs for the English Classroom
(Exercises in Close Listening and Analysis)

**Author(s)** R.S. Thomson

**School District #**

**Date** 1981

**Shelf #** **Record # for ordering**

**B.C.T.F. Lesson Aids #** 1041

**Components** book on the teaching of 34 popular songs

**Pages** 50

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | | | *ENGLISH |

**Description**

This teacher's resource book has five chapter themes:

conflict,
love,
loneliness and alienation,
irony and symbolism, and
happiness and joy.

It has detailed teaching instructions and suggested activities and further reading.
Some songs are suitable for Grade 5 students; most are best used with secondary students.
Students listen closely to lyrics; and analyze and discuss themes, allusions, and word meanings.
They predict missing words from the skeleton song lyrics, listen independently, master language patterns and relate songs to themselves.
E.S.L. students would require more background information on the culture behind the songs. For them, fewer words should be left out in the cloze versions.

## ALBERTA

ALBERTA EDUCATION CURRICULUM RESOURCES

LANGUAGE ARTS/ENGLISH

*Elementary Language Arts Curriculum Guide*, 1978

## ONTARIO

MINISTRY OF EDUCATION CURRICULUM RESOURCES

LANGUAGE ARTS/ENGLISH

*Focus on Writing*, a support document to *The Formative Years*, 1982
*English as a Second Language/Dialect Curriculum Guide*, 1978
*Language Across the Curriculum*, A Resource Document for Principals and Teachers, 1978
*Using the Newspaper to Teach ESL/D*, 1979
*Using the Media in ESL/D Programs*
*Using Art Activities in an Integrated ESL/D Program*, 1979

## NOVA SCOTIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

LANGUAGE ARTS/ENGLISH

*Reading across the Curriculum 7 to 9*, 1978
*Language and Learning Across the Curriculum*, 1979

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: INTEGRATED

Series Title Starting Points in Language, revised editions

Title

Author(s) B. Moore *et al*.

Publisher Ginn Date 1980

Components
- 5 student texts for Grades 3-7
- 5 teacher's guides
- 5 teacher's editions
- 5 workbooks

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| * | * | | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| * | | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed *for regular Grades 4-7 students | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
Each grade level uses 13-14 themes to present passages, poems, photographs and activities. Chapter themes focus on literature, language, sports, art or leisure time activities, social studies, science, and human relationships and values. The themes provide a focus for planning and integration of skills.

Discourse Tasks
a wide variety of listening, speaking, reading and writing tasks
creating stories and poems

Language Learning Processes
developing language skills during the exploration of themes
transferring language skills to home and community activities
focussing on vocabulary building, sentence combining and punctuation

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: SPELLING

| | |
|---|---|
| Series Title | Canadian Spelling Program |
| Title | Canadian Spelling Program 2-7<br>Teaching Spelling, 2nd edition |
| Author(s) | V. Thomas |
| Publisher | Gage |
| Date | 1979 |
| Components | The 6 spelling texts in the series are authorized for use with regular Grade 2-7 students.<br>The teacher's resource book, Teaching Spelling, is prescribed for use in B.C. |

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed resource book * | Authorized * spelling texts | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The student texts each have 36 units and a consistent format with a word list on the left column of the page and Pretest questions and Study helps on the rest of the page and the next page along with Unit Test questions. Drawings in one colour lighten up the pages. The resource book contains Canadian word lists, and instructional techniques.

Language Learning Processes

E.S.L. students would need to be familiar with the fully Canadian core vocabulary of 3000 high frequency words.

using a research tested approach: test/study/test

developing desirable attitudes towards spelling partially by recording and by evaluating one's own progress

learning to spell words most frequently used in writing

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: SPELLING
+ CROSS-CURRICULUM AREAS

Series Title

Title Spelling across the Curriculum A Student Handbook

Author(s) R.J. Ireland

Publisher Gage Date 1980

Components softcover text

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like<br>* |

| Original Audience | | |
|---|---|---|
| Regular * Students | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized<br>*for reference for | Out of Print |

Composition 11 at a suggested order level of 10 per class

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

30 units present 687 spelling words selected from lists of important words most frequently misspelled in various subject fields, e.g. business education, English, mathematics, history, geography, science, family studies, and visual arts. The text provides guidelines on how to increase spelling knowledge in general and how to master specific words. Pre- and post-tests are included.

Language Learning Processes

approaching spelling problems in a systematic way

using several techniques to master meaning and spelling with an emphasis on a structural approach (word formation, punctuation)

learning to spell 450 derived words from the core list

MATERIALS SUBJECT AREA(S) ENGLISH: WRITING

Series Title

Title The Writer's Workshop

Author(s) J.F. Parker

Publisher Addison-Wesley Date 1982

Components hardcover student text
implementation guide
blackline masters

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* | | | |
| Modes | | | | | |
| Integrated<br>* | Visual | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed * for Composition 11, 1 text per student | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Organized into 3 sections--Major Assignments, Workshops and Labs--this text takes student writers through the writing process of prewriting, drafting, revising and polishing. The 3 sections are to be used in different learning settings: with teacher/editor and peers; with a partner; by oneself.

Discourse Tasks

writing a variety of discourse
reading
dialoguing with editors, peers, and teachers

Language Learning Processes

Special assignments are recommended if the students' goals are academic, commercial, arts, general interest, science, technical/vocational, or for home use.

The text is intended to help the better student writers increase their writing proficiency; however, much of the text is appropriate for a broad range of students. Specific assignments are earmarked for weak writers and for E.S.L. students

Students synthesize what they read and apply the information in their own writing. Technical words are defined or presented in context.

MATERIALS SUBJECT AREA(S) ENGLISH/CAREER PREPARATION/
BUSINESS EDUCATION

Series Title

Title Communication Skills for the World of Work

Author(s) J. Shuman, E. Holmes, A. Holmes

Publisher John Wiley and Sons, Canada Date 1981

Components softcover text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | * |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| *text or reference manual for Composition 11, with an order recommendation of one text per student | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book is a practical guide to communication for students with various technical and vocational interests. Recommended parts of the book include Part Two: Communicating on the Job, Part Three: Business Correspondence, and Part Five: Report Writing.

Discourse Tasks

describing, explaining, writing instructions and suggestions, expressing opinions, conducting meetings, writing letters, submitting bids, communicating electronically, reporting in writing, solving problems

Language Learning Processes

Sections of the text will be accessible to E.S.L. students because the style is informal and concrete, and practical examples are interesting. The readability level is appropriate for secondary school students.

learning to write in a variety of practical writing formats

TEACHER REFERENCE

SUBJECT AREA(S): ENGLISH: WRITING / BUSINESS EDUCATION/ CAREER PREPARATION

Series Title

Title Occupational English, 3rd edition

Author(s) A.A. Laster and N.A. Pickett

Publisher Harper and Row

Date 1981

Components softcover text

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | | | | | * |

Curriculum Material

Prescribed
Authorized * for Composition 11 with class sets to be ordered as required
Out of Print

Supplementary

Description

This text is a practical writing guide for students in specific career education programs. It contains objective-based instruction in formats such as industrial and business communications, oral communication, and visuals. It includes a handbook outlining appropriate grammatical usage and word choice, and mechanical conventions.

The advanced readability of the text indicates that it would be most suitable for teacher reference. The style is formal; the information and examples are sophisticated.

With substantial guidance, students could write in some of the formats. The visuals section describes how to use visuals effectively--tables, charts, graphs, photographs, drawings and diagrams, exhibits, and projected materials.

Discourse tasks include describing a mechanism, explaining how something works, writing up instructions and processes, defining, classifying, ordering, comparing and contrasting, analyzing cause-effects, summarizing, writing business letters, writing reports and communicating orally.

TEACHER REFERENCE SUBJECT AREA(S): ENGLISH: WRITING

Series Title

Title Writing for Results: A Sourcebook of Consequential Composing Activities

Author(s) M. Scardamalia, C. Bereiter, and B. Fillion

Publisher The Ontario Institute for Studies in Education Date 1981

Components sourcebook for teachers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | | * |

Curriculum Material

Prescribed * reference , 1 per teacher, for Composition 11
Authorized
Out of Print

Supplementary

Description

This sourcebook presents 60 cognitively-based activities for students to develop their abilities in writing; each activity focuses on one learning objective. The activities are organized in these sections:

Genre (narration, description, argument, instructions),
Planning,
Topic Development,
Language,
Style,
Coherence,
Evaluation and Revision.

Activities are cross-referenced for the subject matter fields in which they can be applied; namely, art, current events, family studies, languages, geography, geometry, history, industrial arts, law, literature, math, media, science, social studies, technical subjects, and theater arts.

A variety of goal-oriented learning approaches is suggested.

Assessments by students and teachers follow the ends of the units.

Sources of Big Books

1) Bill Martin Jr. Big Books
Holt, Rinehart & Winston
6 titles in 2 sets: big books, small books, tapes

2) Class Size Books Ltd.
Box 366 Port Coquitlam, B.C., V3C 4K6
over 30 titles, some of which are stories and songbooks
Children colour and bind some of the pages.

3) Expressways
E.A. Thorn and J.M. Irwin
Gage, Agincourt, Ontario
5 titles in the Kindergarten Program Swinging Out
easel

4) Scholastic Books Read It Again Series, 1983
16 titles: large books, small books, tape

5) The Story Box
Ginn and Co., 1983
16 titles: big books and small books

Using these big books, students identify, label, describe and categorize objects and events in pictures; they retell stories, sing lyrics, and share oral reading experiences.

Students become familiar with the process of reading and learn sequencing in a concrete, large-scale way.

The background that E.S.L. students would require to handle big books is minimal.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS

Series Title

Title English with Solo

Author(s) J. Crittenden; illustrated by S. Lisansky

Publisher Oxford University Press Date 1978

Components
6 bookpacks, graded
3 cassettes and tapescript
teacher's book includes more than 50 extra language games
teacher's pack includes Books 1-6 plus the teacher's book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | | | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Via Solo, a character from outer space, E.S.L. students are gradually introduced to new words and structures. The activity books contain exercises; drawing, puzzles, and colouring tasks.

Discourse Tasks

listening to traditional songs, nursery rhymes, dialogues
speaking informal English
reading pictures and exercises
writing

Language Learning Processes

Because these materials are British, they would need adaptation for use in Canada.
As the activities are explained by simple pictorial symbols, the children can work independently.
learning English through fun and activity
practising aural skills
practising answering test questions

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS

Series Title

Title Zig Zag

Author(s) J. Byrne and A. Waugh

Publisher Oxford University Press Date before 1982

Components
year 1 picture book, flashcards, workbook
year 2 reading book, cue cards, workbook
year 3 student's book
3 cassettes, 45, 60, and 90 minutes
teacher's book for each year 1, 2, and 3, includes a tape-script of the recordings

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These materials present an array of components and activities. The emphasis shifts from spoken to written communication.

Discourse Tasks

listening to/reading rhymes, songs, dialogues, and stories
copying; writing letters to friends; writing up exercises
role-playing and doing question/answer routines prompted by the cue cards
listening to/reading documentary material

Language Learning Processes

Zig Zag is a 3-year-course for children beginning to learn English at the ages of 6, 7, or 8. Year 3 is designed for 9-12-year-old E.S.L. students.
The Year 3 materials relate 50 language functions with language structures and include the main verb tenses. Because Year 3 encourages students to compare their own country with Britain, the program invites comparisons and contrasts.
Since this is a British series, Canadian children will need to have cultural differences pointed out to them or will need adaptations in the materials themselves.

TEACHER REFERENCE

SUBJECT AREA(S):

LANGUAGE ARTS

**Series Title**

**Title** Open the Lights: Language Experiences for Young Children

**Author(s)** C. Carruthers

**Publisher** Addison Wesley **Date** 1982

**Components** resource book for use with young, beginning E.S.L. students

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | * | |

**Curriculum Material**

Prescribed
Authorized
Out of Print

Supplementary *

**Description**

This resource book contains a multitude of practical ideas. Lesson plans are laid out simply and are organized into these 8 thematic units:

| | |
|---|---|
| All About Me | Shapes |
| Body Parts | Time and Age |
| Clothing | Home and |
| Position in Space | Food. |

The learning approach is concrete. E.S.L. students talk about themes, produce and label visuals, and begin to become literate.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH

**Series Title**

**Title** Come with Us: Children Speak for Themselves

**Author(s)** J. McLard and N. Wall, compilers

**Publisher** Women's Education Press **Date** 1978
Order from: The Coach House Press, Toronto, Ontario

**Components** book written and illustrated by children

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L.<br>* | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

Immigrant and native-born inner-city children reveal how they view their lives in Canada. Their artwork is lively. The topics are divided into 5 categories with further sub-topics, e.g. 1. Why We Came and Where We Came From 2. Streets and Schools 3. Work 4. Racism 5. We See Ourselves.

**Discourse Tasks**

reading true-life stories, descriptions, opinions
discussing feelings
writing stories

**Language Learning Processes**

This reader is suitable for late beginning Grade 4-7 E.S.L. students.
The readability level is quite easy.
identifying with the authors and their lives
empathizing with others and reflecting on their situations
identifying and solving problems

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: INTEGRATED

| | |
|---|---|
| **Series Title** | New Routes to English |
| **Title** | New Routes to English: Beginning Skills One and Two<br>Intermediate Skills One and Two<br>Advanced Skills One and Two |
| **Author(s)** | G. P. Sampson |
| **Publisher** | Collier MacMillan Canada **Date** 1980 |
| **Components** | This series has a 6-level program.<br>There are 4 components for each level:<br>a student book,<br>a workbook,<br>a teacher's guide which provides specific lesson plans,<br>and tapes (reel to reel or cassettes). |

Grade Level

| Primary | Intermediate Grade 7 & up | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Communication skills are developed through a spiral curriculum which is designed to prepare young people to study and work in settings where English is the language of communication. The Lessons consist of key or core activities plus reinforcement or enrichment activities. The series uses an experience-based functional approach.

Discourse Tasks

talking about activities, needs, desires and speculations related to oneself and one's peers

Language Learning Processes

The beginning level is appropriate for junior high grades; the intermediate, for Grades 9-10; and the advanced, for Grades 10-12. As the series moves from the here and now to areas of speculation, it progresses in difficulty in communication in speaking and in writing.

The materials are suitable for guided self-study. The students' books end with verb charts, word lists, an index of the languages alluded to in the text, and a list of proper nouns used.

MATERIALS SUBJECT AREA(S) ENGLISH: LISTENING

**Series Title**

**Title** Improving Aural Comprehension

**Author(s)** J. Morley

**Publisher** The University of Michigan Press **Date** 1972

**Components** student's workbook
teacher's book of readings
Both of these components are required to use the program.

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult<br>*</td><td colspan="6">University<br>*</td></tr>
<tr><td colspan="30">Language Level</td></tr>
<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like<br>*</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Specialized</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening<br>*</td><td colspan="5">Speaking</td><td colspan="5">Reading</td><td colspan="5">Writing</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**
Each unit in the workbook is well laid out,and deals with a different concept (numbers, time, spatial relations, measurement) and the language required. Visuals illustrate meaning. Exercises are charted.

**Discourse Tasks**
listening in useful life contexts (listening to and recording telephone numbers, following directions)
listening to/taking notes during lectures

**Language Learning Processes**
Within each unit, the lessons are graduated in difficulty. The first lessons are suitable for beginning students; the final lessons are suitable for college-bound students.

Instructions in the student's workbook are phrased in rather difficult language. Occasionally, Canadian material needs to be substituted.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION

Series Title

Title Connections Communicative Listening and Speaking Activities

Author(s) J.R. Boyd and M.A. Boyd

Publisher Regents Publishing Co. Date 1981

Components student book
complete teacher's edition

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult<br>*</td><td colspan="6">University</td></tr>
<tr><td colspan="30">Language Level</td></tr>
<tr><td colspan="10">Beginning<br>* high beginning</td><td colspan="10">Transitional</td><td colspan="10">Native-Like</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Specialized</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening<br>*</td><td colspan="5">Speaking<br>*</td><td colspan="5">Reading</td><td colspan="5">Writing</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book contains 21 one-sided telephone conversations, each focussing on a different function of discourse and a different topic. Chapters are self-contained and may be used in any order. Continuity is achieved by having the same characters in a variety of situations. Visuals illustrate the key point in each of the dialogues.

Discourse Tasks

Students listen to real life dialogues, but as they hear only one side of the conversation, they must project and anticipate appropriate responses. Students ask for clarification and use different levels of politeness and formality.

Language Learning Processes

These materials provide students with the opportunity to practise real conversation completion exercises so that they may apply these skills in real life.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION

**Series Title** Contact Canada

**Title** Gambits 1, 2, and 3 Conversational Tools

**Author(s)** E. Keller and S.T. Warner

**Publisher** Public Service Commission of Canada **Date** 1976, 1979

**Components** 3 books:
1. Openers
2. Links
3. Responders, Closers and Inventory

videotape demonstrating teaching methodology with gambits

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary * | Adult * | University | |
| Language Level | | | | | |
| Beginning * | Transitional * | Native-Like * | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. * | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. * | Specialized | | | |
| Modes | | | | | |
| Integrated | Visual | Listening * | Speaking * | Reading | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

The three books provide practice in conversation in everyday situations. The books are laid out for easy use with cues for the gambits listed in a column at the side of the page. Gambits 3 ends with an inventory of gambits listed alphabetically for the entire series.

**Discourse Tasks**

conversing

**Language Learning Processes**

practising gambits
using socially appropriate language

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION

| | |
|---|---|
| Series Title | Contact Canada |
| Title | Telephone Gambits A Module for Teaching Telephone English to Second Language Learners |
| Author(s) | J. Fox, H.B. Woods and C. Deeble |
| Publisher | Public Service Commission of Canada **Date** 1980 |
| Components | booklet |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Cartoons and simple illustrations contextualize the developing of discourse skills for telephone calls.

Discourse Tasks

conversing
taking messages
making emergency calls, appointments, reservations

Language Learning Processes

practising culturally appropriate English

This program is designed for E.S.L. learners who have completed a basic English program.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION

Series Title Contact Canada ESL Materials

Title Idioms 1

Author(s) V. McLay

Publisher Public Service Commission of Canada Date 1980

Components booklet
C-70 cassette of all the situations as well as the section tests

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | * | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| * | * | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The booklet presents important idioms used in contexts ranging from typical street situations to business and government offices.

Discourse Tasks

practise in speaking using the vernacular idioms used in the context of everyday living

Language Learning Processes

practice in individual study of idioms

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION

Series Title

Title People Talking

Author(s) E.J. Hall

Publisher Minerva Books Ltd. Date 1980

Components book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | * | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
This book presents dialogues for conversational practice about situations in daily life.

Discourse Tasks
participating in dialogues

Language Learning Processes
Students practise aspects of oral discourse, such as listening to and repeating set phrases or reacting to unpredictable situations.
The materials provide students with the vocabulary and idiomatic expressions in situational contexts, and may be used for self-study.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH

Series Title American English

Title In Touch: A Beginning American English Series

Author(s) O. Castro, V. Kimbrough
Consultants R. N. Campbell and W.E. Rutherford
Publisher Longman Inc., New York Date 1979-1981

Components
3 students' books
3 teacher's manuals
cassettes
3 workbooks
In Touch is followed by another 3-level series Life Styles.

| Grade Level | Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|---|
| | | | * | * | |

| Language Level | Beginning | Transitional | Native-Like |
|---|---|---|---|
| | * | * | |

| Original Audience | Regular Students | E.S.L. | Special Students |
|---|---|---|---|
| | | * | |

| Teacher Background | General | E.S.L. | Specialized |
|---|---|---|---|
| | | * | |

| Modes | Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|---|
| | * | | * | * | * | * |

| Curriculum Material | Prescribed | Authorized | Out of Print |
|---|---|---|---|
| | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
This series uses a functional-notional approach and exploits authentic real-life social, academic and business situations. The series takes students from a beginning to a transitional level of English.

Discourse Tasks
understanding and using natural spoken discourse
expressing ideas clearly in writing

Language Learning Processes
The material is realistic enough to enable students to relate it to their own experiences.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH

Series Title American English

Title Life Styles An Intermediate American English Series

Author(s) F. Lozano and J. Sturtevant

Consultants R. N. Campbell and W.E. Rutherford

Publisher Longman Inc., New York Date

Components

3 students' books
3 teacher's manuals
cassettes
3 workbooks
Life Styles is a sequel to In Touch.

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This 3-level series is similar to In Touch in style and format. The functional approach is extended and expanded.

Discourse Tasks

communication tasks in all modes are related to students' interests, experiences, and responsibilities in everyday situations

Language Learning Processes

Exercises for practice have answer keys to allow for independent study.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: PROBLEM-SOLVING

Series Title

Title Decisions

Author(s) B. Bowers and J. Godfrey

Publisher Dominie Press Date 1983, 1985

Components Book 1 and 2
Teacher's Edition 1 and 2

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like<br>* |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The 16 topics in each book are presented in terms of problem solving. The emphasis is on the functions of language and the grammar those functions entail. Some teaching strategies are suggested.

Discourse Tasks
problem-solving orally and in writing

Language Learning Processes
Many of the topics are relevant to students' daily lives so there is an opportunity for them to transfer problem-solving skills from language classes to real life.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH : ROLE-PLAYING

Series Title

Title Discussions Advanced Role Play for EFL
(an adaptation and extension of an earlier book
The Language of Discussion)

Author(s) F. Heyworth

Publisher Hodder and Stoughton Date 1984

Components softcover text, 16th in a series produced from the Foundation for European Language and Educational Centres

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like<br>* |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The text is well designed and illustrated. It contains 14 units on a variety of topics, each centred on a role play with a multiethnic cast of characters. The role plays could be videotaped.

Discourse Tasks
discussing situations, characters, topics
role-playing
reading comprehension work; listing, categorizing, giving reasons in writing
discussing appropriate language usage

Language Learning Processes
studying vocabulary and language notes which illustrate social functions
developing fluency through carrying on communication tasks which are interesting and involving
using language in different settings and styles
allowing an incubation period between preparing for a role and playing it: this timeframe gives the students a chance to practise the language

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH

| | |
|---|---|
| Series Title | |
| Title | Take a Stand Discussion Topics for Intermediate Adult Students |
| Author(s) | L.G. Alexander, R. Kingsbury, and J. Chapman |
| Publisher | Longman Inc., New York |
| Date | 1978 |
| Components | book<br>C-30 cassette |

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary | Adult | University | |
| | | * | * | | |
| Language Level | | | | | |
| Beginning | Transitional | Native-Like | | | |
| | * | | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. | Special Students | | | |
| | * | | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized | | | |
| | * | | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |
| | | | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book provides a framework within which teachers can introduce a topic, clarify the issues involved and stimulate a class discussion. 30 topics, generally controversial, are presented through debate notes, editorial letters, well-known comic strips and other interesting means. The cassette tape accompanies the text.

Discourse Tasks

listening to argumentative discourse and explanations
reading and discussing debates, editorials, and comic strips
discussing issues

Language Learning Processes

practising and developing discussion skills

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH

Series Title

Title React Interact: Situations for Communication

Author(s) D.R.H. Byrd and I. Clemente-Cabetas

Publisher Regents Date 1980

Components softcover student's book

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate</td><td>Secondary<br>*</td><td>Adult<br>*</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning<br>*late</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>*</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General<br>*</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Specialized</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening<br>*</td><td>Speaking<br>*</td><td>Reading<br>*</td><td>Writing<br>*</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents 22 modules describe brief, problematic situations accompanied by photos or drawings, tables and graphs. Each module contains questions for oral interaction, exercises for written reaction, and a vocabulary list with definitions. Topics are far-ranging, related to life experiences, and reappear in several modules.

Discourse Tasks

listening to others' opinions; giving information or advice; persuading others; debating; agreeing or disagreeing; reaching a consensus; solving problems; expressing preferences, probabilities, necessities, opinions, reasons and feelings--orally or in writing; paraphrasing; summarizing

Language Learning Processes

This approach primarily develops vocabulary and grammar via conversational practice. Students' own opinions are important.

E.S.L. students with some life experience may find this approach suitable. Native speakers of English have also used the materials.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: CONVERSATION / GRAMMAR

Series Title

Title Side by Side English Grammar through Guided Conversation
Book One and Book Two

Author(s) S.J. Molinsky and B. Bliss

Publisher Prentice Hall Date 1980

Components 2 softcover conversational grammar books:
Book One: beginning English level
Book Two: transitional English level
Line by Line by the same authors provides an accompanying reader with the same grammatical structures.

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | * | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-like |
| * | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
These books present meaningful conversational exchanges within carefully structured grammatical frameworks. Students are encouraged to use the frameworks in conversations of their own creation. Meanings are profusely illustrated with black-line cartoon drawings.

Discourse Tasks
The sequenced conversational exchanges encourage students to use the language grammatically, and later to express personal opinions.
Activities include role-plays, guided conversation, and searches for information for class discussion and/or debate.

Language Learning Processes
Each lesson contains an 'On Your Own' activity which encourages self-study.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: READING/ GRAMMAR

Series Title

Title Line by Line English through Grammar Stories
Book Two

Author(s) S.J. Molinsky and B. Bliss

Publisher Prentice-Hall Date 1983

Components softcover text
follows Side by Side, a conversational grammar series by the same authors

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | * | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| * | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text has a collection of brief stories each illustrating a grammar point which reinforce structures and vocabulary in corresponding chapters of Side by Side. The text ends with a word list for each chapter and a general word list.

Discourse Tasks

reading narrative

Language Learning Processes

reviewing grammar points innovatively in a written narrative mode
answering comprehension questions

## READING MATERIALS TO MOTIVATE EXTENDED READING

Alpha Books
Oxford University Press
An attractively designed set of 12 adapted novels with a wide range of topics from the classics to science fiction. Vocabulary is controlled.

The Bridge Series
J.A. Bright, editor
Longman Group
A series of 31 fiction and non-fiction books by well-known authors. The flavour and literary value of the original well-known works are preserved. But structures and vocabulary are simplified. Glossaries of less familiar words are provided in each book.

Longman Simplified English Series
Longman Group
A simplified series of more than 50 titles including novels, short stories and plays. Classics as well as modern works are included. Well illustrated. Some comprehension questions are included for discussion. The vocabulary level is restricted to 2000 root words. Difficult words are explained when they first appear. Sentence length and structures are simplified to a large extent.

Longman Structural Readers, Stage 1 - 6
Handbook to Longman Structural Readers
W.S. Allen, editor
Longman Group, 1976
An extensive series of readers, and one handbook which provides details on the grading and vocabulary. Glossaries are generally provided.
The readers are graded in six stages and contain original modern writing as well as the classics. The fiction series resembles colourful comic books; the nonfiction series uses black and white photos and drawings. Vocabulary load increases from 300 to 1800 words; structures are also controlled.
The series is suitable for ages 8-12, 12-15, and 15+ years.

Longman American Structural Readers, Stage 1 - 2
Longman Inc.
Each stage contains 5 books, student workbooks, and a teacher book.
The books cover a wide range of topics from fiction to biography to adventure. Using a core vocabulary of 300-500 words, the books are suitable for readers at the beginning stages.

## READING MATERIALS TO MOTIVATE EXTENDED READING

Oxford Graded Readers
Oxford University Press
These illustrated books are intended to provide novels, fables, short stories, fairy tales and classics for both classroom and individual reading.
Vocabulary and structures are graded and grouped into five stages:
Headwords: 500, 750, 1,000, 1,500, and 2,075.
Each stage contains two levels of interest--junior and senior—to offer a variety of content to readers of different ages.

Althought the book contents vary, glossaries, crosswords, coloured illustrations, matching exercises, language and comprehension exercises are supplied.

Oxford Progressive English Readers
Oxford University Press
A series of attractive supplementary readers, retold classics, simplified contemporary writing and some original stories.

The series is graded by vocabulary (from 1900 to 5000 headwords) and structures into five different ability levels.

It is designed to appeal to an international readership.

Pacemaker BesTellers I II III, 1977-
Copp Clark Pitman
This is a series of high interest, controlled vocabulary paperbacks. The stories are contemporary, well-illustrated and with a wide selection of storylines.

Pacemaker Classics
Copp Clark Pitman
This kit includes 9 individual titles of retold classics, a teacher's guide for each classic, and multimedia kits with sound filmstrips.

Each story is illustrated with colour pictures and retains the excitement of the original. As the vocabulary is controlled, the reading levels range from Grade 2.0 to 4.0.

The teacher's guides contain vocabulary words, author information, teaching suggestions, and comprehension questions for each chapter.

Pacemaker True Adventures
E.G. Jerome
This series of 11 books contains 3 exciting true stories per book. The topics range widely from animals to pirates, escapes, speed, shipwrecks, flying, explorers and spies. Amply illustrated, the books have a reading level from Grade 2.0 to 2.9.

READING MATERIALS TO MOTIVATE EXTENDED READING

Elementary Reader in English
Easy Reading Selections in English
Modern Short Stories in English
R.J. Dixson
Regents Publishing Co., 1971

A series of 3 readers graded from beginners to advanced plus 4 cassettes for each level.
The series presents well-known stories by well-known authors.
The structures and vocabulary are controlled but the flavour of the original text is retained.

Reading for Adults, Books 1, 2, and 3
R.D. Lewis
Longman Group, 1978

A series of 3 books at progressive levels of difficulty, containing brief passages and facsimiles of reading matter found in newspapers, magazines, brochures, and guidebooks.
The vocabulary is controlled: the series is graded from the beginners' level to the 2000 word level.

Regents Illustrated Classics
E. Kern, adaptor
Regents Publishing Co., 1984

20 well-known, well-illustrated stories are presented in four levels (A-D). The readers are divided into 3 parts-- a 'getting started' section, the story, and follow-up activities. The levels progress from 500 to 1250 words. Two teacher's manuals are available for beginning and intermediate levels.

Regents Readers
J. McConochie
Regents Publishing Co., 1984

This series has 36 books at 6 levels in 4 categories: biography, fiction, culture and civilization, and science and technology.
The readers have varying formats reflecting the nature of the topic.
Full answer keys to the comprehension questions in each book encourage self-study.
These readers are suitable for secondary-adult students from the beginning to the transitional level of English.

MATERIALS SUBJECT AREA(S) ENGLISH: READING

**Series Title**

**Title** Little Stories for Big People

**Author(s)** S. Gonshack

**Publisher** Regents **Date** 1976

**Components** book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| late * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

65 short amusing anecdotes are prefaced with a full-page cartoon and vocabulary study list.

Discourse Tasks

Humour is used to motivate the development of listening and reading skills, discussion and writing.

Language Learning Processes

The anecdotes serve as a motivation for extended reading.

MATERIALS SUBJECT AREA(S) ENGLISH: READING

| | |
|---|---|
| Series Title | Reading and Thinking in English |
| Title | Concepts in Use<br>Exploring Functions<br>Discovering Discourse<br>Discourse in Action |
| Author(s) | |
| Editor | H.G. Widdowson |
| Publisher | Oxford University Press |
| Date | |
| Components | 4 books |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | * |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| late * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The series takes students from a basic knowledge of English to a senior level of competence in academic English required in advanced classes.

Discourse Tasks

Language Learning Processes

The texts can be used by individuals for private study.

MATERIALS SUBJECT AREA(S): ENGLISH: READING

Series Title

Title: Reading by All Means
Reading Improvement Strategies for English Language Learners

Author(s): F. Dubin and E. Olshtain

Publisher: Addison-Wesley Date: 1981

Components: book

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each of the 5 units includes questions for pre-reading, for discussion, and suggests strategies for reading improvement.

Discourse Tasks

discussing content of reading material
forming and defending opinions
evaluating
writing critiques, summaries

Language Learning Processes

The design of the book lends itself to private study.

MATERIALS SUBJECT AREA(S): ENGLISH: READING

Series Title

Title Readings in Contemporary Culture

Author(s) A. S. Horning

Publisher McGraw-Hill Date 1979

Components book of readings

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book of readings focusses on contemporary topics. Subsequent exercises help students build vocabulary skills, discuss opinions and inferences and identify issues.

Discourse Tasks

Oral discourse from simple to difficult is emphasized.
Some writing tasks are included.

Language Learning Processes

Skills developed and practised with these readings will help the students communicate effectively in social situations outside the classroom.

TEACHER REFERENCE

SUBJECT AREA(S):

LANGUAGE ARTS/ENGLISH: READING
+ CROSS-CURRICULAR AREAS

Series Title

Title Reading Activities in Content Areas: An Ideabook for Middle and Secondary Schools

Author(s) D. Piercey

Publisher Allyn & Bacon Date 1976

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | | | * |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

Part I has two chapters on teaching strategies for vocabulary development and generating understanding in the content fields.

Part II discusses activities for learning content through language in these fields:

business
driver education
English, speech, journalism
art, music, theatre
foreign languages
health
home economics
woodworking, automotive mechanics
mathematics
physical education
science and
social studies.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: ORAL/WRITTEN

**Series Title**

**Title** Longman Integrated Comprehension and Composition Series
Stage 1 - 6

**Author(s)** L.G. Alexander, general editor

**Publisher** Longman Group **Date** about 1978

**Components** 12 booklets: 2 books at each of 6 levels (fictional/factual)
a teacher's book with a key to the exercises and
notes on classroom presentation

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | * | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| * | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This series is graded in the same way as the Longman Structural Readers. Each unit uses a 2-page spread with short reading passages (70-300 words) illustrated effectively with photographs and visuals on the left-hand page and exercises on the right-hand pages. Exercises check comprehension and guide composition.

Discourse Tasks

The material provides a focus for oral discussion in groups followed by guided written summarizing and controlled composition.

Language Learning Processes

Comprehension is checked with multiple choice questions and sentence completions.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: READING/ WRITING

Series Title

Title Insight A Language Practice and Composition Book at the Intermediate Level

Author(s) D. Byrne and S. Holden

Publisher Longman Group Date 1976

Components book
This book is followed by the Outlook book (1977) by the same authors, but may be used independently.

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  |  | * | * |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
|  | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
|  | * |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
|  | * |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * |  | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The book contains certain moments in the lives of people living in a town called Holford. The open-ended story of their lives extends over a two-year period. The purpose of the book is to develop and enhance communication skills in reading and writing.

Discourse Tasks

expressing oneself in speaking and writing

Language Learning Processes

practising communicating

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: READING/ WRITING

Series Title

Title Outlook A Reading Practice Book at the Intermediate Level

Author(s) D. Byrne and S. Holden

Publisher Longman Group Date 1977

Components book with included teacher's guide
This book is closely linked to the Insight book (1976)
by the same authors, but may be used independently.

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The 14 units in this book illustrate different aspects of relevant topics and provide practice in developing reading skills.

Discourse Tasks
discussing and writing about what has been read

Language Learning Processes
practice in reading skills, such as picking out the main idea, sequencing details, forming opinions and evaluations

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: READING/
WRITING

Series Title

Title Language for Living Books 1, 2, 3, and 4

Author(s) F. McTeague and R. Payne

Publisher Gage Publishing Ltd. Date 1981

Components a series of 4 books in levels:
1) Threshold
2) Basic
3) General
4) Advanced

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary | Adult | University | |
| | | * | | | |
| Language Level | | | | | |
| Beginning | Transitional | Native-Like | | | |
| * | * | * | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. | Special Students | | | |
| | * | | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized | | | |
| | * | | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | * |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |
| | | | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These books use topics that relate to real reading and writing tasks. The topics in Book 1 are simple, such as transportation and reporting an accident; in Book 2, owning and operating a vehicle, and recreation; in Book 3, parenting and being a consumer; and in Book 4, the law and mass communication.

Discourse Tasks

reading about a variety of topics
writing for a variety of purposes

Language Learning Processes

Photos, drawings and reproductions of community scenes and material present an attractive addition and make the language meaningful.

MATERIALS SUBJECT AREA(S): ENGLISH: READING/WRITING

Series Title Real Life series

Title Real Life Reading: A Scholastic Program in Functional Literacy, Canadian supplementary edition
Real Life Writing: A Scholastic Program in Functional Writing, Canadian edition

Author(s) B.J. Levin, and R.S. Mellott, adapter
B.J. Legin, and Wright Communications

Publisher Scholastic Book Services Date 1980

Components 3 students' books
3 teacher's guides which contain reproducible diagnostic activity masters
The third title Real Life Reading and Writing on the Job, 1980, is annotated in the Career Preparation section in this Resource Book.

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

These books develop reading and writing skills in the context of practical tasks. The layout and suggestions are easy-to-follow. A glossary is included in the writing text.

### Discourse Tasks

reading book: reading signs and labels, following directions, reading and filling in forms, using reference materials, reading newspapers and consumer information

writing book: writing to organize information and give it, writing letters, taking notes or minutes

### Language Learning Processes

working through practical subject matter and tasks which assessment shows that individual students need to practise

writing book: answering test questions, summarizing and reviewing

MATERIALS SUBJECT AREA(S): ENGLISH: READING/STUDY SKILLS

Series Title RCC: Reading Comprehension Course

Title
Reasons for Reading
Strategies for Reading
Study Skills for Reading

Author(s) E. Davies and N. Whitney

Publisher Heinemann Educational Books Date 1979-1981-1983

Components
3 books in a course of reading comprehension
A cassette accompanies the third book. It includes listening exercises and examples of actors reading aloud -- for students to use as models.
3 teacher's guides

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The aims of these books are to help students read, understand and enjoy a wide variety of text types in English.

The material is British and requires some adaptation.

Discourse Tasks

A wide variety of tasks in talking, listening, and writing is dictated by the nature of the section topic.

Language Learning Processes

Specific strategies for self-study are provided in the second and third books.

MATERIALS SUBJECT AREA(S) ENGLISH: READING/WRITING

| | |
|---|---|
| Series Title | |
| Title | Reading, Thinking, Writing<br>A Text for Students of English as a Second Language |
| Author(s) | M.S. Lawrence |
| Publisher | University of Michigan Press   Date 1975 |
| Components | softcover text in workbook format<br>teacher's manual |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | * |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

8 units integrate reading and writing by focussing on the grammar and vocabulary of logical relationships.

Discourse Tasks

writing logically

Language Learning Processes

The material in the book is organized to help students isolate and practise skills so that they improve in their reading and writing in English.

MATERIALS SUBJECT AREA(S) ENGLISH: READING/WRITING

Series Title

Title Reply Requested 30 Letters of Advice

Author(s) R. Yorkey

Publisher Addison-Wesley Publishing Co. Date 1981

Components book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The book has 30 letters to Ann Landers which students read, discuss, and write replies to. Each section includes vocabulary, factual questions, cultural notes, language use, discussion, language in life, and writing.

Discourse Tasks
communication in speech and writing (as in the above)

Language Learning Processes
The book provides the motivation to read the actual newspaper column and to improve reading skills.

TEACHER REFERENCE

SUBJECT AREA(S): LANGUAGE ARTS/ENGLISH:

READING / WRITING

Series Title

Title Language Experience Approach to Reading (and Writing) LEA for ESL

Author(s) C.N. Dixon and D. Nessel

Publisher The Alemany Press Date 1983

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | * | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book describes the language experience approach applied to every level of language development. Sample lessons with actual student products illustrate this approach with E.S.L. students.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: ORAL COMPOSITION BASED ON VISUAL STIMULI

Series Title

Title What Do You Think?

Author(s) D. Byrne and A. Wright
D. Byrne

Publisher Longman Group Date 1978

Components student's books 1 and 2
teacher's books 1 and 2

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking<br>* | Reading | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The books contain only detailed visual material. The teacher's book 1 contains a comprehensive introduction and suggestions for the exploitation of each picture. Teacher's book 2 suggests particular structures which can be elicited by the pictures.

Discourse Tasks
describing, interpreting and discussing pictures mundane and mysterious
as to their relation to the students' own experiences and backgrounds
building conversations; telling stories; expressing opinions; conjecturing

Language Learning Processes
practising expressing oneself in the context of picture study
using clues, often cultural in nature, to gauge situations
interpreting situations and justifying one's opinions: for example,
in one mysterious picture a man may be entering a window because
he is locked out or because he is breaking into someone else's place

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: ORAL/WRITTEN
COMPOSITION BASED ON VISUAL STIMULI

Series Title

Title Beginning Composition through Pictures
Practice through Pictures
Composition through Pictures

Author(s) J.B. Heaton

Publisher Longman Group Date

Components a series of books for learning English through pictures

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate * | Secondary * | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional * | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. * | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. * | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated * | Visual * | Listening * | Speaking * | Reading | Writing * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The books use pictures, drawings, or maps to stimulate oral and written discussion.

Discourse Tasks

Visual stimuli are designed and organized so that oral discussion prepares the student systematically for writing discourse of various kinds.

Language Learning Processes

The materials are designed for students who are beyond the survival level of English acquisition. They are useful supplementary materials for students of any age.
An appendix of structures, sentence patterns and helpful phrases provides students with useful reference material.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: COMPOSITION BASED ON VISUAL STIMULI

Series Title

Title Picture Stories for Beginning Composition

Author(s) S. Heyer

Publisher Regents Publishing Co. Date 1983

Components 1 book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book contains 20 carefully written funny jokes which are clearly illustrated. The situations depicted are easily recognized. The jokes provide the motivation for writing.

Discourse Tasks

writing stories after much oral and written preparatory work: Each unit has six exercises wherein students look at the cartoon frames and listen to the story, read the story, complete a cloze version of the story, talk through questions and answers, take a dictated version, and then write up their own.

Language Learning Processes

following careful steps to produce narratives

MATERIALS　　　SUBJECT AREA(S)　LANGUAGE ARTS/ENGLISH: ORAL/ WRITTEN COMPOSITION BASED ON VISUAL STIMULI

**Series Title**

**Title** Progressive Picture Compositions

**Author(s)** D. Byrne

**Publisher** Longman Inc.　　**Date**

**Components** student's book (with reproductions of the wall-sized pictures)
teacher's book (with oral drills)
4 large, spiral-bound books of pictures, 14" x 19"

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The large books of pictures provide the stimulus for 26 compositions. The theme of each composition is illustrated by a progressive series of 4 pictures.

Discourse Tasks

discussing pictures and stories
composing stories in writing, using free and controlled formats

Language Learning Processes

practising structures in free and controlled situations

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: ORAL/ WRITTEN COMPOSITION BASED ON VISUAL STIMULI

Series Title

Title What's the Story? Sequential Photographs for Language Practice

Author(s) L. R. Markstein and D. Grunbaum

Publisher Longman Inc., New York Date 1981

Components Kit: students' books 1, 2, 3, 4
wall charts
teacher's guide

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  | * | * |  |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
|  | * |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
|  | * |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * |  | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The title of the kit describes its approach. The wall charts are 4 large books of sequenced photos depicting 12 stories. The students' books are at 4 levels of difficulty. The topics are of general interest; learning activities are integrative.

Discourse Tasks

oral and written interpretations of picture stories
describing, sequencing, relating pictures to own experiences
storytelling orally, roleplaying, discussing

Language Learning Processes

Exercises encourage students to work on specific composition skills such as sentence combining. Since the series is open-ended and includes exercises at 4 levels relating to the same photostory, the series is an ideal set for a multi-level class.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING BASED ON VISUAL STIMULI

Series Title

Title Picture Prompts

Author(s) D. Kindler

Publisher Thomas Nelson & Sons Date

Components student's book
teacher's book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
| --- | --- | --- | --- | --- |
| * | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
| --- | --- | --- |
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
| --- | --- | --- |
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
| --- | --- | --- |
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
| --- | --- | --- | --- | --- | --- |
| * | * | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
| --- | --- | --- |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
30 units contain cartoons, lists of key words, exercises, and guided and and free composition. The teacher's book contains suggestions and answers.

Discourse Tasks
written composition stimulated by pictures: descriptions and narrations

Language Learning Processes
building guided and original compositions after doing work in vocabulary, sentence transformations, filling in sentence gaps, and comprehension exercises

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING/ BASED ON VISUAL STIMULI

Series Title

Title Write Now!

Author(s) L. Markstein

Publisher Dominie Press Date

Components 3 book series

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| * | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each unit begins with an illustrated captioned story to establish the context, introduce the language, and motivate the tasks which follow.

Discourse Tasks

writing in response to different situations

Language Learning Processes

The books progress from the beginning to the transitional levels, with tasks ranging from taking down messages to compiling résumés.

practising writing for specific purposes

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING/
BASED ON VISUAL STIMULI

**Series Title**

**Title** Writing for a Purpose Communicative Picture Composition Exercises

**Author(s)** L.A. Hill

**Publisher** Oxford University Press **Date**

**Components** text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is a picture composition book. Topics are fully illustrated with photographs, charts, maps and line drawings.

Discourse Tasks

writing descriptions of people and places, biographies, comparisons, analyses of statistics, reports

Language Learning Processes

using visuals as a basis for written compositions
working through exercises which practise elements of each type of discourse
comparing one's work with model answers

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING

**Series Title**

**Title** Follow it Through Writing in Context

**Author(s)** D. Byrne and S. Holden

**Publisher** Longman Group **Date** 1978

**Components** student book
teacher's guide and key

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The storyline provides a contextual framework for students to practice different kinds of writing. Students make decisions which affect the characters in the stories.

Discourse Tasks

writing formal and informal letters, notes, postcards, reports, etc.

Language Learning Processes

The answer key facilitates self study.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING

Series Title

Title Intermediate Language Skills Writing

Author(s) M. Carrier

Publisher Dominie Press Date 1981

Components 1 book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The stimulus material for writing is drawn from authentic sources such as newspaper reports, advertisements, forms, and instructions.

Discourse Tasks

note-taking, summarizing, reporting
writing letters
describing, narrating
writing creatively

Language Learning Processes

going through the 'sub-skills' involved in writing particular kinds of discourse

This book can be used for private study as well as classroom situations.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING

Series Title

Title Writer's World

Author(s) D. Rodgers, T. Frank and J. Belanger

Publisher D.C. Heath, Canada Date 1983, 1985

Components 2 books; one for Grade 7
one for Grade 8

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* Grade 7 | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* | | | |
| Modes | | | | | |
| Integrated | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These are writing texts simply but appealingly illustrated. They are based on 'studios' and 'workshops'. Students produce folios of writing, work on vocabulary, do content and copy editing. The texts end with a specialized dictionary for writers and editors.

Discourse Tasks

writing a wide variety of discourse such as descriptions and character sketches, persuasive ads, fun poetry
discussing ideas and opinions
editing

Language Learning Processes

The features of the discourse types are elaborated upon. Excellent motivations for writing are built in.

E.S.L. teachers could use these books for ideas.

experiencing writing as a process
discovering the features of kinds of discourse
using the imagination as a road to learning

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS, ENGLISH: WRITING

Series Title

Title Communicate in Writing

Author(s) K. Johnson

Publisher Longman Group Date

Components student's book
teacher's book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

20 units take the student progressively through the process of learning how to write. Review sections and a glossary are included.

Discourse Tasks

summarizing
note-taking
sentence-combining
essay writing

Language Learning Processes

This book is for E.S.L. students who need advanced skills in writing reports and articles in English. It is designed for self-study as well as classroom use.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING

Series Title

Title Paragraph Patterns

Author(s) B. Auerbach and B. Snyder

Publisher Harcourt, Brace, Jovanovich Date 1981

Components 1 book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each chapter focuses on 1 thematic area, e.g. superstitions, and emphasizes a different rhetorical model. Chapters progress from pre-writing activities to writing, to a checklist.

Discourse Tasks

writing a variety of discourse

Language Learning Processes

practising writing
following specific guidelines

MATERIALS SUBJECT AREA(S) ENGLISH: WRITING

Series Title

Title Write Ideas
An Intermediate Course in Writing Skills

Author(s) E.G. Glendinning and H. Mantell

Publisher Longman Group Date

Components 1 book designed for students who need to write in English for work or study

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary | Adult | University | |
| | | * | | | |
| Language Level | | | | | |
| Beginning | Transitional | Native-Like | | | |
| | * | | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. | Special Students | | | |
| | * | | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized | | | |
| | * | | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | | * |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book has 8 units each divided into sections. Writing tasks become progressively more difficult.

Discourse Tasks

writing tasks, ending up with a full-length piece of writing

Language Learning Processes

selecting relevant information
organizing writing tasks effectively
expressing ideas clearly and concisely

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: WRITING

Series Title

Title Basic Composition for ESL: An Expository Workbook

Author(s) J. Huizenga, C. M.Snellings, and G.B. Francis

Publisher Scott Foresman Date 1982

Components workbook
instructor's manual

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult<br>*</td><td colspan="6">University<br>*</td></tr>
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<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like<br>*</td></tr>
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<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Specialized</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening</td><td colspan="5">Speaking</td><td colspan="5">Reading</td><td colspan="5">Writing<br>*</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
The workbook contains units on writing different kinds of explanatory discourse.
Illustrations provide ideas, themes, and vocabulary for writing.
The workbook is recommended for E.S.L. students, Grades 11 and beyond, who are university or college-bound or who want to improve basic English writing skills.

Discourse Tasks
writing instructions, accounts of events, objective reports, cause and effect analyses, comparisons, contrasts, classifications, descriptions of a mechanism or a process

Language Learning Processes
approaching writing as communication which is coherent and meaningful rather than as an exercise in grammar
trying controlled writing tasks and then an increasing number of creative writing tasks
using the glossary and index which complete the workbook

MATERIALS SUBJECT AREA(S) ENGLISH: WRITING

Series Title

Title Controlled Composition in English as a Second Language

Author(s) C.B. Paulston and G. Dykstra

Publisher Regents Publishing Co. Date 1973

Components softcover book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University<br>* |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like<br>* |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book contains 65 model passages from a wide range of literature. Each passage is followed by specific tasks in composition skills. The tasks cover 122 instructional steps covering specific language patterns and grammar rules of English.

Discourse Tasks

rewriting models

Language Learning Processes

changing the voice, tense, person or word order of the model
completely rewriting the model passage
practising specific skills independently

MATERIALS SUBJECT AREA(S) ENGLISH/BUSINESS EDUCATION: WRITING

Series Title

Title Forms in Your Life (Canadian edition)
A Canadian Workbook and Guide to Everyday Forms

Author(s) T.F. Elrick

Publisher Globe/Modern Curriculum Press Date 1981

Components workbook

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The workbook is open-ended and easy to adapt. Each unit includes an explanation of the purpose of each of the 24 forms related to employment, taxation, applications, etc., in Canada. Preparatory exercises help the student complete actual forms successfully.

Discourse Tasks

discussion

written completion of forms which requires following instructions and recalling information

Language Learning Processes

Completing a variety of actual forms helps students become familiar with a process that is common in everyday living.

TEACHER REFERENCE SUBJECT AREA(S): ENGLISH: WRITING

Series Title Teaching Techniques in English as a Second Language
editors R.N. Campbell and W.E. Rutherford

Title Techniques in Teaching Writing

Author(s) A. Raimes

Publisher Oxford University Press Date 1983

Components softcover book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | * | | * | * | | * | * ENGLISH |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book treats of teaching and planning the E.S.L. writing class. It describes techniques in using pictures, readings, all the language skills, practical tasks, controlled writing, organizational models, and techniques in responding to students' writing.

Its approach is very practical.

TEACHER REFERENCE SUBJECT AREA(S): ENGLISH: WRITING

Series Title

Title Focus on Composition

Author(s) A. Raimes

Publisher Oxford University Press Date 1978

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | * | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book deals with a variety of types of written English, e.g. descriptions, comparisons, contrasts, arguments, and explanations.

Each chapter begins by presenting a work of art, literature, popular culture, journalism or science, which students must respond to during discussion and then in writing.

The text focuses students' attention first of all on what is being said in a piece of writing; then it focuses attention on how the thoughts are organized (the rhetoric). Then, only after these important and generally neglected aspects of writing are dealt with, are students asked to look at the syntax and mechanics of the writing.

Students are given controlled writing tasks which require the use of rhetorical and syntactic structures exemplified by the model texts. They are led to develop criteria for evaluating their writing from the standpoint of its effectiveness. On the basis of their own writing, follow-up exercises in grammar are prescribed on an individualized basis.

TEACHER REFERENCE SUBJECT AREA(S): ENGLISH: WRITING

Series Title

Title Write to Learn

Author(s) D. Murray

Publisher Holt, Rinehart & Winston Date 1984

Components softcover book for writers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | | * | | | * |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

The book has 7 chapters: writing as process; collect; focus; order; draft; clarify; the writing process at work.

Cross references are included to match writing problems with writing solutions (techniques).

Each step of the writing process is honed in this book.

TEACHER REFERENCE SUBJECT AREA(S): ENGLISH: WRITING

Series Title

Title Writing as a Thinking Process

Author(s) M.S. Lawrence

Publisher University of Michigan Press Date 1972

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Beginning | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | * | | * | * | * | * | * |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book presents a semantic and cognitive approach to learning to write exposition.

It emphasizes generalizing, extrapolation, inference, and synthesizing information. It emphasizes meaning and logic, not grammar.

Designed for senior secondary and adult E.S.L. students at transitional and advanced levels of English, the book has students work through exercises which progress from controlled to free writing and build on data and methods presented previously.

This book concentrates on the writing of expository discourse with these logical methods of organization: chronological order, spatial order, generalization and specifics, classification, comparison and contrast; classification by expansion, cause and effect, explanation, cycles and chain reactions, analogy and prediction; definitions, hypotheses, proposals, personal opinion, refutation and discussion.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: SPELLING

Series Title Individualized Canadian Spelling Program

Title I Can Spell
Spellbinder
Superguide to Teaching Spelling

Author(s) D. Rodgers, H. Covell, and K. Slade

Publisher D.C. Heath, Canada Ltd. Date 1978

Components
6 I Can Spell softcover student texts
6 Spellbinder workbooks, also available in a duplicating-master format
Superguide to Teaching Spelling: a coil-bound teacher's guide

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The I Can Spell texts are imaginative, classroom-tested, and feature appealing characters--"Superguesser" and "Superspellers". The teacher's guide presents practical suggestions to design an effective spelling program based on research. The spelling program begins at the second grade.

Discourse Tasks

Language Learning Processes

learning to spell core words by focussing on their visual aspects
transferring spelling ability to words outside the program
playing with words
building vocabulary via the smorgasbord of words

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH: LISTENING/ STUDY SKILLS (ESP)

Series Title

Title Listening Focus Comprehension Practice for Students of English

Author(s) E. Kisslinger and M. Post

Publisher Lingual House Publishing Co. Date 1980
Tucson, Arizona

Components student workbook
3 cassettes
teacher's manual which includes the tapescripts; answer keys; objectives; and procedures which consider the current research about how listening abilities are developed

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | *upper level | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The workbook and the 21 talks on the tapes are useful for developing listening comprehension of continuous speech, such as semi-technical talks and lectures. The workbook includes a wide array of topics, and maps, sketches, and graphs.

Discourse Tasks

listening to 3-5 minute talks on general interest topics
paraphrasing
discussing talks

Language Learning Processes

As comprehension is guided and checked in three separate cycles, students learn to listen for increasingly longer periods of time and to develop strategies such as predicting, focussing, and recognizing.

The visuals such as maps, charts, diagrams and drawings aid the learner in grasping meaning. The talks use a total vocabulary load of 4,000 words.

MATERIALS SUBJECT AREA(S) LANGUAGE ARTS/ENGLISH:LISTENING/
STUDY SKILLS (ESP)

Series Title

Title Advanced Listening Comprehension
Developing Aural and Note-taking Skills

Author(s) P. Dunkel and F. Pialorski

Publisher Newbury House Date

Components text
5 cassettes
a video of the lectures and book activities is forthcoming

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate</td><td>Secondary<br>*</td><td>Adult<br>*</td><td colspan="2">University<br>*</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional</td><td colspan="2">Native-Like<br>*</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Specialized</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening<br>*</td><td>Speaking<br>*</td><td>Reading<br>*</td><td>Writing<br>*</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This program develops listening and notetaking skills. It presents 15 mini-lectures on a wide array of topics accompanied with exercises and guided work on notetaking. The appendix includes the scripts and answer keys.

Discourse Tasks

listening to extended spoken lectures
recording notes
taking tests
discussing/debating

Language Learning Processes

The program is designed for advanced E.S.L. students preparing for post-secondary education.
making inferences and conclusions from delivered lectures
adjusting to styles and accents of lecturers
developing notetaking skills through directed training
developing confidence in taking objective tests and in preparing for classroom discussions and debates

MATERIALS SUBJECT AREA(S) ENGLISH: STUDY SKILLS

Series Title

Title Exploring Academic Discourse
A Textbook for Advanced Level ESL Reading and Writing Students

Author(s) R. B. Kaplan and P. Shaw

Publisher Newbury House Date

Components textbook
teacher's book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | * | * |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The textbook presents authentic reading passages and related exercises organized in 7 units: introduction, description and process, definition, classification, comparison and contrast, analysis, and synthesis.

Discourse Tasks

reading/writing academic discourse as listed above (description and process...)
also prewriting, postwriting
writing up the long paper

Language Learning Processes

This text is for advanced level international students who are in college or college-bound.

building accuracy and fluency in the types of writing necessary for
academic work, e.g. taking notes
summarizing
writing term papers

MATERIALS SUBJECT AREA(S) ENGLISH: STUDY SKILLS

| | | | |
|---|---|---|---|
| Series Title | | | |
| Title | Panorama An Advanced Course of English for Study and Examinations | | |
| Author(s) | R. Williams | | |
| Publisher | Longman Group | Date | |
| Components | book<br>cassette<br>teacher's manual | | |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each unit begins with a reading passage on an environmental topic followed by a series of related exercises. Visuals are used.

Discourse Tasks

making notes from a talk
analyzing data
writing a variety of discourse often using visuals
answering exam questions

Language Learning Processes

This text provides a complete study skills course and also reviews grammar points.

MATERIALS SUBJECT AREA(S) ENGLISH: STUDY SKILLS

Series Title

Title Patterns of Fact
Practice in Reading and Writing English for Academic Purposes

Author(s) J. Kennedy and S. Hunston

Publisher Edward Arnold, London Date 1982

Components softcover workbook

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| NO | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This workbook is richly illustrated with diagrams, tables, maps, timelines and flowcharts. Divided into 4 sections (reading, writing, grammar, and vocabulary), it provides a structure list giving examples of sentences needed for description, narration, process writing and instructions.

Discourse Tasks

reading and writing expository narratives, descriptions, processes and instructions in technical and scientific subjects
writing answers to test questions
The reading tasks require little writing; the writing tasks demand little reading.

Language Learning Processes

reading for a purpose
reading to understand the main function of a passage in textbooks, journals, and reference books
basing writing on the interpretation of visuals
writing grammatically and for a purpose
consolidating knowledge of English words which have different meanings in different contexts
paying particular attention to phrasal verbs
using redundancy in language to do cloze tasks

MATERIALS SUBJECT AREA(S) ENGLISH: STUDY SKILLS

Series Title

Title Study Skills for Students of English as a Second Language, 2nd edition

Author(s) R.C. Yorkey

Publisher McGraw Hill Date 1970, 1982

Components softcover book for students with a page of instructions for the teacher

<table>
<tr><td colspan="30">Grade Level</td></tr>
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<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like<br>*</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students<br>*</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General<br>*</td><td colspan="10">E.S.L.<br>*</td><td colspan="10">Specialized</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated</td><td colspan="5">Visual</td><td colspan="5">Listening</td><td colspan="5">Speaking</td><td colspan="5">Reading<br>*</td><td colspan="5">Writing<br>*</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book provides extensive practice material integrated within the 9 study chapters. An inventory of vocabulary, some answers to exercises, note-making scripts and an index finish the text. The 2nd edition emphasizes the need to practise reading to improve in it, the value of predicting, listening comprehension, and vocabulary.

Discourse Tasks

reading analyses, descriptions, comparisons and contrasts, analogies and definitions

reading assignments and visuals

making notes; writing an outline

Language Learning Processes

The book is useful for both English $L_1$ and $L_2$ students in their studies. The material assumes a transitional level of English proficiency, but would be useful as well with advanced students.

Chapters examine using the English dictionary and the library, reading textbooks, and preparing to pass examinations.

DICTIONARIES

The Addison-Wesley Picture Dictionary, 1984

Boys' and Girls' First Dictionary, 2nd edition, Copp Clark Pitman, 1979
authorized for use with regular Grade 1 and 2 students

Collins Children's Dictionary, 1978
Collins First Colour Dictionary, 1978

My Pictionary, Gage Educational, 1979

Oxford Children's Picture Dictionary, about 1982

The Oxford Music Picture Word Book, 1984

The Oxford Picture Dictionary of American English, 1978

Young Canada Dictionary, Nelson Canada Ltd., 1980
authorized for use with regular Grade 2-4 students

Macmillan Dictionary for Children, revised edition, 1982

Canadian Junior Dictionary, Gage, 1979
authorized for use with regular Grade 4 and 5 students

Longman Active Study Dictionary of English

Longman Dictionary of American English A Dictionary for Learners of English, 1983

Longman Dictionary of Business English

Longman Dictionary of Contemporary English, 1978
Learning with the Longman Dictionary of Contemporary English
Listening with the Longman Dictionary of Contemporary English

Longman Illustrated Science Dictionary

Longman Lexicon of Contemporary English The New Vocabulary Source Book

The Oxford Advanced Learner's Dictionary of Current English, 1980

BRITISH COLUMBIA
MINISTRY OF EDUCATION CURRICULUM RESOURCES
SOCIAL STUDIES

*Social Studies Curriculum Guide, Revised Edition, Grade 1-7*, 1983
*Social Studies Resource Manual Grades One-Three*, 1983
*Social Studies Media Resources Grade One-Grade Three*, 1983
*Social Studies Resource Manual (Grades 4 to 7)*, 1985
*Social Studies Media Resources (Interim Edition) Grades 4 to 7*, 1985
Intermediate Social Studies Orientation Videotape, 1985
*Social Studies Curriculum Guide Grade Eight-Grade Eleven*,
 Interim Edition, 1984; completed draft 1985
*Social Studies Annotated Bibliography Grade Eight*, 1984

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

SOCIAL STUDIES

Social Studies Curriculum Guide, Revised Edition, Grade 1-7, 1983

Themes for each grade:

| | |
|---|---|
| Grade 1 | Families |
| 2 | Communities |
| 3 | Interaction of Communities |
| 4 | Canada: Its Native People and Explorers |
| 5 | Canada: Past, Present and Future |
| 6 | Canadians and Their World Neighbours |
| 7 | People and Places |

Social Studies Resources Manual Grades One-Three, 1983

Sections of particular interest to E.S.L. teachers:

- the integration of content taught in social studies with content taught in other subjects, especially language arts
- four sample unit plans for each grade
- appendices on maps and mapping
  graphing
  role-playing
  media in the classroom
  using the picture sets
  bibliographies of children's books

Social Studies Media Resources Grade One-Grade Three, 1983

Resources are listed by grade with program titles listed according to the content headings of the social studies curriculum.

Annotations provide

- an overview summary
- a reference to the learning objectives
- suggested activities and
- a program log to review the sequence of the content

Intermediate Social Studies Orientation Videotape, 1985
Social Studies Resource Manual (Grades 4 to 7), 1985

The intermediate resource manual contains lesson plans for the videotaped lessons which are part of an orientation package used to introduce the new curriculum. The videotaped lessons demonstrate problem solving, decision making and research skill development.

Supplementary Materials

Annotated bibliographies of supplementary materials in social studies (Grades 1-5) have been distributed to teacher-librarians and resource centre coordinators throughout the province.

The Social Studies Annotated Bibliography Grade Eight, 1984, lists 98 pages of resources with descriptions of their contents; graphic features such as timelines, maps, and genealogies; and suitability of use.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SOCIAL STUDIES

Surrey

Learning about Families, 1982
B.C.T.F. Lesson Aids #8217

SOCIAL STUDIES: MAPWORK

Introduction to Map Reading for Grade 3, 1980
B.C.T.F. Lesson Aids #8207

SOCIAL STUDIES/PHYSICAL EDUCATION

Games around the World
A Social Studies Mini-Unit Developed for the International Year of the Child, 1979
B.C.T.F. Lesson Aids #9268-A

SOCIAL STUDIES: MAPWORK

Map Readiness Exercises, 1965
B.C.T.F. Lesson Aids #9260

SOCIAL STUDIES/ENGLISH: (ESP)

Vancouver

ESL Centennial Museum: Field Studies Resource Book, 1981

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SOCIAL STUDIES

Title Learning about Families

Author(s) A. Tiles

School District # Surrey

Date 1982

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 8217

Components 4 units for Grade 1: My Family (3 lessons)
Families Differ (3 lessons)
Families Change (4 lessons)
Families Meet Needs (4 lessons)

Pages 7, 8, 11, 13

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Description

These units are based on the new social studies curriculum. Each lesson lists objectives, skills, inquiry processes, materials and equipment, activities and key questions.

Social studies content is integrated with language arts skills and mathematics.

Students discuss topics, interpret pictures and visuals,and chart information.

E.S.L. students would require a slower pace and a selection from the suggested activities.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SOCIAL STUDIES: MAPWORK

**Title** Introduction to Map Reading for Grade 3

**Author(s)** A. Tiles

**School District #** Surrey

**Date** 1980

**Shelf #** **Record # for ordering**

**B.C.T.F. Lesson Aids #** 8207

**Components** 15 lesson plans and student materials
The lessons include worksheets with excellent visuals and pictures for transparencies.
A test and bibliography complete the packet.

**Pages** 115

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | | * | | * | | |

**Description**

These lessons are aimed at the Grade 3 level. Their careful sequence indicates the prerequisites that regular and E.S.L. students need in order to read maps:

1) experiencing map-related activities in the students' surroundings,
2) working with three-dimensional representations, and
3) working with pictorial and semi-pictorial maps.

Checklists are included for the teacher of map reading skills and inquiry skills (observing, contrasting, classifying, hypothesizing, and evaluating).

Lessons 1-7 provide basic readiness experiences on symbols and introduce spatial notions such as relative size, distance, location, and perspective. Lessons 8-15 work with maps.
Students discuss spatial relationships, read simplified definitions of geographical terms, and read maps.

E.S.L. teachers would need to expand the language skills components since only a few difficult words are indicated in the vocabulary section of the lessons.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SOCIAL STUDIES/PHYSICAL EDUCATION

Title Games around the World
A Social Studies Mini-Unit Developed for the International Year of the Child

Author(s) A. Tiles

School District # Surrey

Date 1979

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 9268-A

Components student booklet with drawings and maps
teacher's guide

Pages 28, 26

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

This mini-unit includes 7 lessons and a games quiz. It is illustrated with line drawings and maps. It uses the social studies picture sets that are prescribed.

Students read about games; they describe games and rules from 5 geographical areas of the world—Canada, the Arctic, Central and South America, Africa and Asia; and they write up responses to comprehension questions.

Although this mini-unit is designed for upper-intermediate students, the teacher's guide contains ideas suitable for primary students.

The student booklet is designed for guided study and charting summaries of games. Since the booklet involves much reading of text at or above grade level, the materials and approach need to be modified for E.S.L. students. Whenever possible, playing the games could precede reading about them. The multicultural appeal will help E.S.L. students too.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SOCIAL STUDIES : MAPWORK

Title Map Readiness Exercises

Author(s) J. Adams

School District #

Date 1965

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 9260

Components well illustrated booklet

Pages 21

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

## Description

The worksheets are on legal-size pages and have simple drawings.

They are suitable for ages 8-10. E.S.L. students would need language support before doing these worksheets independently.

Students read short descriptions and questions, learn directions and map symbols, and respond to short-answer questions.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SOCIAL STUDIES /ENGLISH: (ESP)

**Title** ESL Centennial Museum: Field Studies Resource Book

**Author(s)** M. Chappell, L. Coulter, J. Kidder, and A. Shorthouse

**School District #** 39 Vancouver

**Date** 1981

**Shelf #** **Record # for ordering**

**B.C.T.F. Lesson Aids #**

**Components** paperback book with loose-leaf pages
It highlights the ways in which teachers can help students gain access to the information available in the museum and improve their English skills at the same time.

**Pages**

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | * | * | * | * | * | |

**Description**

E.S.L. students at all levels of English competency can benefit by the approach described in this resource book.

This book uses key visuals to present and organize information as a pre-activity or summarize as a post activity.

The actual field trip may be divided into manageable segments, depending on the language level of the students.

E.S.L. students read key visuals, identify and label objects, role-play, ask/answer questions, compare and contrast, classify information and objects and tasks, hypothesize and draw conclusions.

In oral and written form, they organize information, sequence it, make decisions, relate experience to context-disembedded language, summarize, conclude, form personal opinions and recommend.

SOCIAL STUDIES/SCIENCE

Ontario Ministry of Education

Conservation of Energy Series, 1980

SOCIAL STUDIES/ENGLISH: (ESP)

Ontario Institute for Studies in Education

Canada's Golden Horseshoe, 1982

Getting There: Changing Modes of Transportation, 1983

Let's Go Riding in the Car, 1984

Ontario Ministry of Education SOCIAL STUDIES/SCIENCE

Curriculum Ideas for Teachers

Conservation of Energy Series, 1980

The 8 softcover curriculum documents for teacher reference bear these titles:

1 We Really Care about Water and Air
2 Eating and Energy--A Part of Every Day
3 Clothing and Shelter
4 Transportation and Energy
5 Communications and Energy
6 Energy and My Environment
7 Energy Over One Hundred Years Ago
8 Where Does Energy Come From?

The documents were designed for use with regular primary students, but are adaptable for use with E.S.L. primary and intermediate level students.

Each booklet has an introduction, 12 activity sets with photographs and simple artwork, appendices, and a bibliography.

With the materials, students identify and describe orally and in writing; read visuals such as diagrams and charts; recite poems; and fill in charts.

A major feature of the series is using visuals to learn about energy in several realms and its conservation.

Ontario Institute for Studies in Education

SOCIAL STUDIES/ ENGLISH:
(ESP)

Canada's Golden Horseshoe, 1982

developed by P. Allen and J. Howard

This kit contains a comprehensive teacher's guide,
25 copies of 2 short student booklets,
a 20-frame filmstrip,
an audio-cassette of a recorded talk +
2 listening comprehension exercises, and
duplicating masters.

This kit teaches history and geography of the Great Lakes Lowland Region through a variety of media.

Designed for E.S.L. students, the kit is suitable for Grades 7-10.

Students identify and label places on maps, describe terrain, compare and contrast people and where they live; order events chronologically, and hypothesize about events and consequences.

As prerequisites, E.S.L. students would need a basic knowledge of map reading; an understanding of the concepts of measurement and scale; and an awareness of the regions of Canada.

Students engage in these study skills:

organizing historical/geographical information
  by ordering it chronologically or spatially,
  by classifying it,or
  by relating causes and effects;

hypothesizing about courses of events and geography to find the
  relationship between them;

forming conclusions from
  fact,
  personal opinion, and
  historical perspective.

Ontario Institute for Studies in Education

SOCIAL STUDIES/ENGLISH:
(ESP)

Getting There: Changing Modes of Transportation, 1983

developed by J. Howard and P. Carver

This multimedia kit contains

a 56-frame filmstrip with audio-cassette tape,
25 copies of the student reading booklet,
30 duplicating masters,
2 cardsets for word games and dialogue cues,
a set of 10 photos,
a teacher's guide,
an answer key for the students' exercises,
and a reference and resource list.

This kit prepares transitional E.S.L. students from Grades 8 to 11 for further study. The materials are appealing because E.S.L. students at this age level (13+ years) from any culture have an interest in vehicles.

The variety of media supports different learning preferences.

E.S.L. students label and describe methods of transportation; contrast, compare and classify modes of transportation; order modes chronologically; and predict and hypothesize about future modes.

They organize material chronologically or developmentally; relate cause and effect to a specific area of study; solve problems about transportation; and formulate policy for the future.

Ontario Institute for Studies in Education

SOCIAL STUDIES/ENGLISH:
(ESP)

Let's Go Riding in the Car, 1984

developed by P. Carver and J. Howard

This kit contains 25 information booklets,
10 photos,
an audio-cassette,
flashcards,
dialogue cue cards,
20 duplicating masters, and
a teacher's guide.

This kit is designed to integrate the teaching of E.S.L. with content. The theme is the automobile--its history, importance to the economy, and impact on the lives of individuals and communities.

E.S.L. students need to be at a transitional level of English and need a basic knowledge of cars.

Students describe different cars, sequence stages of development, relate cause and effects between society and the development of the automobile, solve problems related to the multiplicity of models, and formulate opinions and policy.

They organize information about automobiles in different ways, develop key visuals of chronological stages, and draw conclusions from information.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title Explorations A Canadian Social Studies Program for Elementary Schools

Title 6 titles for Grade 1:
1) Families Are People
2) Families Have Needs
3) Families Share
4) Families Are Special
5) Families Change
6) Families Have Feelings

Author(s) various

Publisher Douglas and McIntyre Date 1983

Components 6 students' books, softcover
one Explorations teacher book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary * | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning * | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing |
| Curriculum Material | | | | | |
| Prescribed<br>* for Grade 1 | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These are richly photographed and illustrated books which act as a stimulus for discussions about families. Social studies and language arts activities are purposely integrated.

Discourse Tasks

interpreting pictures orally
discussing social studies concepts about families and everyday life
reading captions

Language Learning Processes

These booklets are very easily adaptable for use with E.S.L. students. The pace needs to be slowed down, however, to ensure that the students have the vocabulary to understand the new cultural background being depicted. Sample lessons in this Resource Book use the Families Share booklet.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title Explorations A Canadian Social Studies Program for Elementary Schools

Title 6 titles for Grade 2: Exploring Your School and Neighbourhood
Exploring a Space Community, Exploring Mount Currie,
Exploring Elkford, Exploring Prince George, Exploring Naramata

Author(s) various

Publisher Douglas and McIntyre Date 1984

Components 6 students' books, softcover
one Explorations teacher book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate<br>* | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed<br>* for Grade 2 | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These booklets explore fundamental concepts about communities.
Social studies and language arts activities are integrated.

Discourse Tasks

reading descriptions of communities and stories of people living in the communities
discussing issues

Language Learning Processes

using 'case studies' of various communities to explore basic geographical and social concepts
These booklets could be used with intermediate grade E.S.L. students, as well as primary students.

MATERIALS SUBJECT AREA(S)

**Series Title** Explorations A Canadian Social Studies Program for Elementary Schools

**Title** 3 titles for Grade 3: Exploring British Columbia's Past
Exploring Our Country
Turn on to Canada

**Author(s)** various. The first title was written by Crawford Kilian; the third, by Chuck Davis.

**Publisher** Douglas and McIntrye **Date** 1984

**Components** 3 students' books
one Explorations teacher book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary<br>* | Intermediate<br>* | Secondary | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed<br>* for Grade 3 | Authorized | Out of Print |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

These books introduce youngsters to history,and to geography beyond the local level. Written in an appealing way, they will interest a wide audience.

### Discourse Tasks

reading and discussing descriptions and stories
talking about Morgan's trip across Canada (Morgan being a 9-year-old girl)
decision-making

### Language Learning Processes

These books could be used with E.S.L. classes with 9-13 year olds. The visuals and the glossaries would help them interpret the wealth of new information about Canadian history and geography.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title Explorations A Canadian Social Studies Program for Elementary Schools

Title 2 titles for Grade 4: The Haida and the Inuit: People of the Seasons
The Explorers: Charting the Canadian Wilderness

Author(s) various

Publisher Douglas and McIntyre Date 1984

Components 2 students' books
1 Explorations teacher book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate * | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed * for Grade 4 | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These books introduce students to anthropology and more remote historical happenings in Canada.

Discourse Tasks

a wide range
discussing
decision-making

Language Learning Processes

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title Explorations A Canadian Social Studies Program for Elementary Schools

Title 1 title for Grade 5: Exploring Canada: Learning from the Past Looking to the Future

1 title for Grade 6: Exploring Our World: Other People, Other Lands

Author(s) various

Publisher Douglas and McIntrye Date 1985, forthcoming 1986

Components 2 students' texts

1 Explorations teacher book for each grade

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| *<br>for Grade 5 and 6 | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These books explore issues affecting the future and the world.

Discourse Tasks

various

Language Learning Processes

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

**Series Title** Identity Social Studies Series

**Title** for Grade 4: Native People and Explorers of Canada
for Grade 5: Canada: Building Our Nation
for Grade 6: Canadians and Our World Neighbours

**Author(s)** D. Bethune-Johnson and D.C.G. Conner, series editors

**Publisher** Prentice-Hall **Date** 1984-6

**Components** 3 students books for Grades 4-6
very complete teacher's edition for each grade
Blackline masters for each grade provide evaluation sheets and maps.

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| *for Grades 4-6 | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

These texts are richly illustrated and contain several units, a glossary, and an index. Information is organized around concept cycles--place, time, culture, group, resource, and citizenship--drawn from the social science disciplines of geography, history, anthropology, sociology, economics and political science.

**Discourse Tasks**

These may be inferred by looking at the activities columns in the teacher's editions. Since the narratives are deliberately presented through first-person accounts by people involved in real-life situations, students must engage in solving problems and make decisions for themselves.

**Language Learning Processes**

working towards intercultural communication
reviewing content at the end of each chapter
investigating content independently
learning unfamiliar terms by checking marginal notes, pronunciations, and illustrations
using the word checklists and glossaries

Reading levels of the texts have been monitored.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

**Series Title** One World/Discussion Picture Programme for Elementary Social Studies

**Title** Year 1 How Families Live
Year 2 Families and Communities
Year 3 Interaction of Communities

**Author(s)** E.E. Owen et al.

**Publisher** Fitzhenry and Whiteside **Date** 1972-4

**Components** a set of large discussion picture cards for Primary Social Studies
teacher's manual for each year

| Grade Level | | | | |
|---|---|---|---|---|
| Primary<br>* | Intermediate<br>* | Secondary | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning<br>* | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed<br>*for Grades 1-3 | Authorized | Out of Print<br>* and now limited in stock |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

These pictures cards have photographs or artwork in full colour on the front, and black and white pictures and diagrams, some text, a vocabulary list, activities or questions on the back.

**Discourse Tasks**

describing pictures orally
discussing the background information of the pictures
discussing social studies concepts related to families and communities

**Language Learning Processes**

using picture study as a stepping stone to thinking about social studies principles

The Social Studies Resource Manual Grades one - three 1983 gives suggestions on how to use this picture set with the new social studies curriculum. A booklet put out by the Vancouver School Board in 1981, entitled Everyone under the Sun, gives suggestions for using this picture series to provide a focus for all levels of language learning for E.S.L. students.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

**Series Title** One World/Discussion Picture Programme for Elementary Social Studies

**Title** Year 4 Voyages of Discovery
Early Indian Cultures of North America
Life in Early North America
Year 5 Growth of a Nation

**Author(s)** E.E. Owen *et al*.

**Publisher** Fitzhenry and Whiteside **Date** 1972-4

**Components** a set of large discussion picture cards for Intermediate Social Studies
teacher's manual for each year

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed for Grades 4-6 | Authorized | Out of Print<br>* and now limited in stock | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
These picture cards have photographs or artwork in full colour on the front, and black and white pictures and diagrams, some text, a vocabulary list, activities or questions on the back.

Discourse Tasks
describing pictures orally and discussing their background
reading labelled illustrations and captions
reading descriptive, narrative, and expository text
discussing values and policies

Language Learning Processes
using visuals as a springboard for discussion and learning activities
conceptualizing rather than memorizing social studies facts
hypothesizing and predicting
A booklet put out by the Vancouver School Board in 1981, entitled Everyone under the Sun, gives suggestions for using this pictures series to provide a focus for all levels of language learning for E.S.L. students.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title One World/Discussion Picture Programme for Elementary Social Studies

Title Year 6 Culture Realms of the World: Occidental, Islamic, Indic, Oriental, Southeast Asia, and Sub-Saharan and African

Author(s) E.E. Owen et al.

Publisher Fitzhenry and Whiteside Date 1972-4

Components a set of large discussion picutre cards for Intermediate Social Studies
teacher's manual

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate * | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like * | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed<br>*for Grade 6 | Authorized | Out of Print<br>* and now limited in stock | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents
These picture cards have photographs or artwork in full colour on the front, and black and white pictures and diagrams, some text, a vocabulary list, activities or questions on the back.

Discourse Tasks
describing pictures orally and discussing their background
classifying culture realms
reading labelled illustrations and captions, and various kinds of text
discussing values and policies

Language Learning Processes
using visuals to stimulate discussion and learning
conceptualizing social studies facts
A booklet put out by the Vancouver School Board in 1981, entitled Everyone under the Sun, gives suggestions for using this picture series to provide a focus for all levels of language learning for E.S.L. students.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

**Series Title**

**Title** Canada: A Book of Maps

**Author(s)** E.E. Owen, General Editor

**Publisher** Clare Educational Development Inc. **Date** 1985
4188 Virginia Crescent, North Vancouver, B.C., V7R 3Z6

**Components** coil-bound book of maps
timelines
graphs

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed * for regular Grade 4 on the new social studies curriculum | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

This 127-page book of maps and visuals is beautifully designed and up-to-date. It includes a wide variety of maps, from maps of the provinces to climatic maps to maps indicating immigration statistics.

**Discourse Tasks**

reading maps, photographs, timelines and graphs
labelling
detecting changes in maps over time

**Language Learning Processes**

learning spatial relationships and chronological relationships as one works with maps

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

**Series Title**

**Title** Nelson World Atlas, a Metric Atlas

**Author(s)** many compilers

**Publisher** Thomas Nelson & Sons **Date** 1974

**Components** atlas

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate * | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like * | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening | Speaking | Reading * | Writing |
| Curriculum Material | | | | | |
| Prescribed<br>*for regular Grades 4-7 | Authorized | Out of Print | | | |

on the former program

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

This atlas has background information on geography and map-making; maps; and an index.

**Discourse Tasks**

reading visuals, their labels and captions

**Language Learning Processes**

This atlas is a reference book suitable for use with E.S.L. students provided that they are given guidance on its interpretation.

using an index of place names
interpreting maps, graphs, pictures

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES + CROSS-CURRICULUM AREAS

Series Title Ginn World Studies

Title Canada: This Land of Ours, revised elementary edition

Author(s) W. Wiley et al.

Publisher Ginn Date 1976

Components softcover text
teacher's manual

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed<br>for Grade 5, on old | Authorized | Out of Print | | | |

social studies curriculum program

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text surveys 7 regions of Canada. It is richly illustrated with full colour and black and white photographs, maps, tables, timelines, graphs, and diagrams. Good use is made of folk songs, historical narratives, and activities in mathematics, science and health.

Discourse Tasks

reading text accompanied by visuals
responding to questions orally and in writing in a variety of discourse types

Language Learning Processes

using a text as a foundation for further research projects in the library or on field trips
developing map-reading and photo-interpretation skills in a gradual way

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

Series Title

Title The Canadian Oxford School Atlas, 4th edition
(also refer to The Canadian Oxford Intermediate Atlas, 1985)

Author(s) The Cartographic Department of the Clarendon Press

Publisher Oxford University Press Date 1977

Components hardcover atlas

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed *<br>for Grades 8-10 on the | Authorized | Out of Print | | | |

old social studies curriculum program

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The atlas has tables of statistics on the countries of the world and Canada, maps and a gazetteer. Its format is handy.

Discourse Tasks

reading tables and maps
discussing contents of maps--physical geography and demography
comparing and contrasting, e.g. noting the world sites of energy production

Language Learning Processes

learning from detailed maps

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

| | |
|---|---|
| Series Title | Canada and the World |
| Title | Book One: A Guide to Using the Canadian Oxford School Atlas Canada and the World<br>Book Two: A Geography Skills Book |
| Author(s) | W.G. Kemball |
| Publisher | Oxford University Press Date 1980, 1982 |
| Components | two volume softcover supplements to the Canadian Oxford School Atlas<br>two teacher's manuals which include a wealth of graphics plus answers to the activities in the students' texts |

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate</td><td colspan="2">Secondary<br>*</td><td>Adult</td><td>University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like<br>*</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized<br>*</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening<br>*</td><td>Speaking<br>*</td><td>Reading<br>*</td><td>Writing<br>*</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed* Book 1 for Social Studies 8 in the new social studies curriculum</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Book One: Part 1 treats of basic map skills. Part 2 applies the skills to the study of Canadian geography. It is well illustrated with black and white photographs, drawings, maps, graphs, and charts. Activities are included in the text.

Book Two: has sections on topographic maps, statistics, graphs, map projections, population, food and energy, Canadian sites.

Discourse Tasks

reading descriptions, about spatial relationships, labelled visuals
discussing geography concepts
writing up short responses to Activity questions
labelling visuals

Language Learning Processes

Book One is designed for use by students who are beginning to use an atlas as a serious source of information. Since it presumes that students may not have learned basic skills, it starts with fundamental notions, reviews them or develops them. It is thus usable with E.S.L. students.

Book Two would be usable with more advanced students, regular and E.S.L. learning to interpret atlas information about Canada and thereby developing basic skills which can be applied to the study of other countries

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: GEOGRAPHY

Series Title Geolab

Title Geolab 1
Geolab 2

Author(s) W. Derry and M. Horner

Publisher McGraw-Hill Ryerson Date 1981

Components 2 texts, in softcover and hardcover editions
teacher's manual and student answer sheets

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like * | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized * | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening | Speaking | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed * Geolab 1 for Social Studies 8 | Authorized | Out of Print | | | |

on the new social studies curriculum
LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Geolab 1 has 4 parts: 1) Maps 2) Photographs and Satellite Images 3) Statistics and Graphs 4) Case Studies. It is replete with maps, photographs, satellite images. The teacher's manual includes notes, answer sheets with full sophisticated responses, and blank answer sheets which have a standardized format.

Discourse Tasks

reading short descriptions, visuals and exercises
writing up responses to exercises

Language Learning Processes

This text is highly suitable for E.S.L. students at a transitional English level. The authors suggest that all students'completed Geolab exercises be graded to ensure that previously learned skills are retained.
the understanding and use of maps
interpreting and making deductions from photographs and satellite images
organizing, presenting and understanding statistical data
analyzing the raw materials of case studies

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: GEOGRAPHY

Series Title

Title Physical Geography in Diagrams, Metric edition
(with Objective Exercises)

Author(s) R.B. Bunnett

Publisher Longman Group Date 1977
first published in 1965

Components text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | * |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | * for Geography 12 | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text has 400 line drawings and 50 photographs which build the foundation for information on Physical Geography, Climates, Vegetation and Soils. Each chapter includes short-answer and multiple-choice objective exercises. Sample exam questions and an index end the book.

Discourse Tasks

reading visuals and text which describes, explains, relates causes and effects often in point form

writing up lists, descriptions, distinctions, definitions, principles

labelling diagrams

Language Learning Processes

using large well-annotated diagrams to understand geographical processes and features

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: HISTORY

**Series Title**

**Title** Patterns of Civilization

**Author(s)** B.F. Beers

**Publisher** Prentice-Hall **Date** 1984

**Components** student hardcover text
teacher's resource handbook
which grades the enrichment assignments in this way:
- average and below-average students
- students of all levels
- average and above-average students

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult<br>*</td><td colspan="6">University</td></tr>
<tr><td colspan="30">Language Level</td></tr>
<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students<br>*</td><td colspan="10">E.S.L.</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General</td><td colspan="10">E.S.L.</td><td colspan="10">Specialized<br>*</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening</td><td colspan="5">Speaking<br>*</td><td colspan="5">Reading<br>*</td><td colspan="5">Writing<br>*</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed * for Grade 9 History text on the new social studies curriculum program</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

The text has 4 units with these design features: unit overviews, chapter outlines, special features boxes, skill lessons, section reviews, summaries, end-of-chapter questions; maps, graphs, charts, timelines, paintings and photographs. The reference section includes more maps, a chronology, a pronunciation key, and a glossary.

**Discourse Tasks**

reading narratives, explanations, captioned visuals
writing up reports and contrasts

**Language Learning Processes**

The instructional design sponsors guided learning. Content helps students gain a perspective on European and Oriental history from 500 B.C. to 1750 A.D.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title

Title Ourselves and Others: Kindergarten Program

Author(s) P. Swank

Publisher Graphic Learning Corp.
P.O. Box 91818, West Vancouver

Date

Components
107 full-colour study prints on heavy stock with durable finish
laminated graphic teaching board with pen for demonstrating symbols
comprehensive teacher's manual with suggested activities for 34 topics
student activity sheets in copy master form; letters to parents

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>K * | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* kindergarten | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These materials use familiar topics to develop basic social studies concepts and thinking skills in young children.

Discourse Tasks

orally identifying, describing, comparing, contrasting, classifying, sequencing, narrating, making decisions, solving problems

Language Learning Processes

The background required is minimal, because E.S.L. children can learn by doing, using either their first or second language to communicate.

identifying, labelling and classifying within context-embedded situations
learning to express feelings via language

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: Mapwork

Series Title

Title Canada and You: Workbook of Map and Globe Skills

Author(s) U. T. Davis, and J.B.Andrews, illustrator

Publisher Gage Educational Date 1979

Components softcover workbook

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This workbook has 4 units, simply illustrated. Unit 1: What Is Canada? How Did Canada Get Its Name? What Does the Word Canada Mean? Unit 2: Where in the World Is Canada? What Size and Shape Is Canada? Unit 3: Where on the Globe Is Canada? Unit 4: What Can Maps Tell you about Canada?

Discourse Tasks

reading descriptions and questions
writing up short answers-lists, reasons, descriptions, definitions

Language Learning Processes

This workbook is ideal for Grade 3 students, but may be modified for intermediate and secondary school E.S.L. newcomers.
learning basic concepts about Canada and its geography

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: Mapwork

**Series Title**

**Title** Canada, the World and You: A Workbook of Map and Globe Skills

**Author(s)** U.T. Davis

**Publisher** Gage **Date** 1981

**Components** softcover workbook

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

5 new units, simply illustrated. Unit 1: Canada Is ... Unit 2: Canada in the World
Unit 3: The 2nd Largest Country in the World! Unit 4: Canada on the Globe
Unit 5: Canada on Maps

**Discourse Tasks**

reading descriptions, questions and visuals
writing up short answers—lists, descriptions, definitions, preferences, reasons

**Language Learning Processes**

This workbook is useful with E.S.L. students from the late primary to the early secondary levels at a beginning or transitional level of English.

doing pencil and paper tasks to learn about Canada and its geography

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

Series Title From B.C. to the World

Title (Grade 4) B.C. Studies
(Grade 5) Canada Studies
(Grade 6) World Studies

Author(s)

Publisher Graphic Learning of Canada Date 1984

Components Each program in the series includes
30 heavily laminated desk maps
30 marking pens
1 activity manual
1 teacher/student learning guide

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | * | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| * | | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This series is designed with the new social studies curriculum in mind. It is consistent throughout, systematically progressing from province to country to the world.

Discourse Tasks

following instructions
relating discoveries orally
giving information, answering questions in writing
computing

Language Learning Processes

Each program provides an introduction and review of skills so the background required is minimal.
transferring information from key visuals to written and oral modes of language
organizing facts into cause/effect relationships
making hypotheses
forming conclusions, opinions, and principles

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

Series Title

Title Canada Sculptural Relief Map

Author(s) Nystrom

Publisher Nystrom Date

Components Each map is actually 7 maps in one: 1. markable physical base-relief map 2. markable physical/political map + thematic supplements 3. annual rainfall 4. frost-free areas 5. population distribution 6. agricultural regions 7. a horizontal profile

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  | * | * |  |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * |  |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * |  |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * |  |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

By projecting information on five maps onto the one main map, students discover relationships between a land and its people.

Discourse Tasks

reading and interpreting maps
asking/answering questions regarding maps in writing and orally

Language Learning Processes

E.S.L. students would need very little background knowledge of map reading. The hands-on format is a good introduction to map work.

discovering information by doing
interpreting information
discovering geographical relationships

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: MAPWORK

Series Title

Title The Canadian Oxford Intermediate Atlas

Author(s) W.G. Kemball

Publisher Oxford University Press Date 1985

Components atlas
maps of Canada: 11 full page thematic maps, 5 historical maps,
29 pages of topographical and thematic maps of the provinces
world maps: 9 pages; 36 pages of political, physical and thematic maps of the continents

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

As well as maps, this atlas contains two gazetteers and a unit on how to use the atlas.

Discourse Tasks

reading maps and captions

Language Learning Processes

becoming familiar with map variations
using maps to detect historical change
using a gazetteer

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: History

**Series Title**

**Title** Canada: Growth of a Nation

**Author(s)** S. Garrod, F. McFadden, and R. Neering

**Publisher** Fitzhenry and Whiteside **Date** 1980

**Components** hardcover text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The text contains a picture gallery and photo album, advance organizers, a summary, and questions for discussion in each section. It is well illustrated throughout.

Discourse Tasks

identifying and describing pictures; comparing and contrasting
reading key visuals and text
classifying, ordering spatially and chronologically
problem solving and concluding

Language Learning Processes

To cope with this text, E.S.L. students need a general knowledge of the geography of Canada, i.e. its size, divisions, population and terrain. The format gives students practice in developing organizational skills: previewing, picking out main ideas, summarizing, and drawing conclusions.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

Series Title Ginn World Studies

Title Canadian Communities

Author(s) J. A. Carroll and L. Milberry, editors

Publisher Ginn & Co. Date 1975

Components softcover text

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text has 14 units on different kinds of Canadian communities, 9 of which are urban. It is colourful, profusely illustrated, and with a small amount of written text.

Discourse Tasks

comparing/contrasting orally
reading descriptions, explanations, labelled visuals
interviewing
discussing and expressing preferences

Language Learning Processes

The sensible organization of the text would help E.S.L. students organize their thinking and see relationships.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

| | |
|---|---|
| Series Title | Ginn World Studies |
| Title | World Communities |
| Author(s) | H. Girt et al.; E. Plain, editor |
| Publisher | Ginn & Co. Date 1977 |
| Components | softcover text<br>teacher's manual |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text is a follow-up to Canadian Communities. It has 14 units on different kinds of world communities and is colourfully and profusely illustrated with photographs, diagrams, maps, graphs, timelines, lists, and letters. The Teacher's manual notes new vocabulary.

Discourse Tasks

comparing/contrasting orally and in writing
reading descriptions, explanations, captioned visuals
discussing policy
interviewing

Language Learning Processes

The first chapter looks at Guelph, Ontario and outlines major concepts about communities, which are then applied on a world scale.
Students look at communities from a multidisciplinary perspective--geography, history, sociology, political science, and economics.
The approach is an excellent one to use with E.S.L. students because the communities selected represent the cultural roots of the Canadian people.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

**Series Title** Multicultural Canada Series

**Title** several titles

**Author(s)** various

**Publisher** Van Nostrand Reinhold **Date** 1978-9

**Components** a series of paperback booklets and teacher's resource books

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  | * | * |  |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
|  | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * |  |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * |  |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

This series is designed to help study, investigate, and appreciate the diversity of Canadian society: its population patterns, migration, agricultural/economic bases, family and community, changing cultures, and majority/minority cultures.

**Discourse Tasks**

reading, discussing, writing creatively and informatively, interviewing, interpreting visuals, drawing conclusions, playing roles

**Language Learning Processes**

The series has many suggestions for extended reading and activities in the community.

MATERIALS SUBJECT AREA(S)

**Series Title** The Multicultural 'Country' and 'Festivals' Booklets

**Title** several titles

**Author(s)** B. Kalman, editor

**Publisher** Crabtree Publishing **Date** 1979-80

**Components** paper booklets in 2 series - 'Country' and 'Festivals'

The 'Country' booklets describe the countries that Canadians have come from in terms of religion, theatre, industry, family life, art, history, sports, geography, school and recreation.
The 'Festivals' booklets express the culture of the country through its dance, music, theatre, food and particular forms of celebration.

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  | * | * |  |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
|  | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * |  |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * |  |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

The booklets are well illustrated. The 'Festivals' booklets compare the Canadian version of a festival with that of the original country.

**Discourse Tasks**

reading and discussing
Students are motivated to compare and contrast music, customs, sports, etc.

**Language Learning Processes**

Students are given suggestions for extending their learning in the broader community, for example, a picture on the cover of 'Festivals of Greece' portrays Athena saving Jason from the serpent guarding the Golden Fleece. Students are encouraged to find the story in the library.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES: HISTORY/ ECONOMICS/POLITICAL SCIENCE

**Series Title**

**Title** Canada in the Twentieth Century

**Author(s)** F. McFadden, D. Quinlan, and R. Life

**Publisher** Fitzhenry and Whiteside **Date** 1982

**Components** hardcover book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

This book provides a social, economic and political history in a simple manner. It contains many photographs, drawings, and reproductions of Canadian paintings as well as excellent key visuals.

**Discourse Tasks**

discussion, directed and stimulated with advance organizers, pictures, and personal anecdotes

There are many good ideas for written tasks: writing a letter to your Member of Parliament, designing a poster for a political campaign, writing an article for a newspaper about a controversial issue.

**Language Learning Processes**

E.S.L. learners would require a minimum level of transitional English skills. The format encourages students to think for themselves, make assumptions from visual clues, read and interpret maps and visuals.

Current information about the constitution and speculation about Canada's future helps the student relate to discussions and accounts that s/he hears and reads outside of class.

MATERIALS SUBJECT AREA(S) SOCIAL STUDIES

**Series Title**

**Title** The Canadian Encyclopaedia

**Author(s)** many contributors

**Publisher** Hurtig Publishers, Edmonton **Date** 1985

**Components** 3 volume Canadian encyclopaedia

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | * | * |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

These comprehensive reference volumes mention every aspect of Canada. They include 8000 articles and 3000 biographies with 1600 full colour illustrations, 300 new maps, and 100's of tables, diagrams and maps.

**Discourse Tasks**

reading descriptive and explanatory articles

**Language Learning Processes**

checking up information on Canada from a Canadian perspective

These volumes provide a much-needed source of background on Canada.

TEACHER REFERENCE

SUBJECT AREA(S):

SOCIAL STUDIES + CROSS-CURRICULUM AREAS

**Series Title**

**Title** Project Five to Nine, Social Studies Primary Resource Book

**Author(s)** P. Harper and others

**Publisher** Macmillan of Canada **Date** 1976

**Components** teacher's paperback resource book

76 pp.

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

**Curriculum Material**
Prescribed
Authorized
Out of Print

Supplementary * compiled by representatives of the B.C.T.F., B.C. Department of Education, University of British Columbia, and the Powell River School district

**Description**

This is a project book on urban studies profusely illustrated with photographs which show students and samples of their work.

It provides specific field trip activities and ideas in all curriculum areas.

As the projects are designed for regular K-grade 3 students, teachers would need to select those activities which primary or intermediate E.S.L. children could handle.

The projects move from familiar surroundings, to the immediate environment, and to the urban world. They involve a wide range of cognitive tasks.

Students observe and describe; interview and interpret; record with maps, graphs, photographs, tape recorders, pen and paper; define; classify; hypothesize; synthesize and generalize.

TEACHER REFERENCE

SUBJECT AREA(S): SOCIAL STUDIES: POLITICAL SCIENCE

**Series Title**

**Title** How Canadians Govern Themselves

**Author(s)** E. Forsey

**Publisher** Ministry of Supply & Services **Date** 1982

**Components** 53 page booklet

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | |

**Curriculum Material**

Prescribed
Authorized
Out of Print

Supplementary * government publication

**Description**

Published recently, this book contains information about the constitution, our governor general, and speculation about Canada's future.

It needs updating.

It includes only a few activities for students, and these are not designed particularly for ESL. students.

TEACHER REFERENCE

SUBJECT AREA(S): SOCIAL STUDIES:
Wide Coverage

**Series Title** Canada Handbook

**Title** Volumes 49 and 50

**Author(s)** Statistics Canada

**Publisher** Minister of Supply and Services Canada

**Date** 1981, 1984

**Components** softcover handbooks, issued regularly

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | * | | |

**Curriculum Material**

Prescribed
Authorized
Out of Print

Supplementary * government publication

**Description**

This has a succinct text with photographs and statistical tables on the Canadian environment, its people and heritage, the economy, government and its services, metric conversions, an index, and a map of Canada.

It provides background information for teachers.

It may be used as a resource book by E.S.L. transitional and advanced students, providing that they receive assistance.

By selecting content from this book, teachers can expose E.S.L. students to historical and current informaton about Canada.

BRITISH COLUMBIA
MINISTRY OF EDUCATION CURRICULUM RESOURCES
SCIENCE

The Elementary Science Curriculum Guide, Grades 1-7, 1981
Elementary Science Media Resources, 1981
Junior Secondary Science Curriculum Guide, 1983; updated 1984
Physics 11 Curriculum Guide, 1985
Physics 12 Curriculum Guide, 1984
Physics 11 Lab Manual, under development
Physics 12 Lab Manual, 1985
Lab Science Safety Guide, 1985

Courses in Biology 11/12, Chemistry 11/12, and Science and Technology 11 are under development and will be available for optional or required use by 1986/87.

(Several texts in science and technology have been written especially for E.S.L. students; they have been annotated and included in this resource book.)

## BRITISH COLUMBIA

## MINISTRY OF EDUCATION CURRICULUM RESOURCES

## SCIENCE

### The Elementary Science Curriculum Guide, Grades 1-7, 1981

This guide contains excellent suggestions for both student and teacher resources.

Two prescribed science programs are recommended to present integrated E.S.L./Science units:

the STEM Science series, 1977

the Materials Based Units Program which draws on units derived from

| | |
|---|---|
| Science 5/13 | (Sc5/13) |
| Elementary Science Study | (ESS) |
| Examining Your Environment | (EYE) |
| Teaching Primary Science | (TPS) |
| Science: A Process Approach 11 | (SAPA 11) |
| Big Ideas in Nutrition Education | |
| Project Learning Tree | |

An updated version of the STEM Science series, entitled Addison-Wesley Science, 1984, is particularly recommended, but since it is not the prescribed version, it may be more difficult to attain.

### Junior Secondary Science Curriculum Guide, 1983

This guide also includes excellent suggestions for classroom science work. It includes student and teacher science references, a media guide, and writing resources.

The philosophy underlying this curriculum guide is new: a solely laboratory approach to science is replaced with an investigative approach. So students' learning and study techniques have to be expanded.

These techniques for learning are now recommended:

- questioning
- lab activities
- class discussions
- demonstrations
- invitations to inquiry
- case studies
- debates
- field studies
- games and simulations
- small group work
- individual and group projects
- interviewing
- lectures
- use of media

The Writing Resource Package in the guide acknowledges that science courses require the writing of certain kinds of discourse. The package examines the writing up of SUMMARIES, DESCRIPTIONS, DIRECTIONS, LAB REPORTS, and INFORMAL ESSAYS and notes standards for evaluating assignments which require these types of discourse.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SCIENCE

Richmond

Elementary Science: Suggested Scope and Sequence 1-7, 1984
Shelf # SC01-033
Order # 1443

Surrey

Science Planner K-7, 1981
Shelf # SC00-004
Order # 1365

Victoria

Elementary Science Curriculum Resource Guide for Grades 4, 5, 6, & 7, no date
Shelf # SC04-021
Order # 1552

SCIENCE/HEALTH

Vancouver

Elementary Science Resource Manual, 1981
Shelf # SC00-001
Order # 1363

SCIENCE/COMPUTER STUDIES & SCIENCE

Saanich

Elementary Science/Computer Literacy Booklets
Shelf # SC01-035
Order # 1484

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SCIENCE

| | |
|---|---|
| **Title** | Elementary Science: Suggested Scope and Sequence 1-7 |
| **Author(s)** | |
| **School District #** | 38 Richmond |
| **Date** | 1984 |
| **Shelf #** | SC01-033 **Record # for ordering** 1443 |
| **B.C.T.F. Lesson Aids #** | |
| **Components** | coil-bound booklet |
| **Pages** | 117 |

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | * | * | | *<br>Science |

**Description**

This booklet is the culmination of a science curriculum update in the district.

The booklet outlines a scope and sequence for establishing a balanced science program and recommends essential science units.

Illustrations are professionally done.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SCIENCE

**Title** Science Planner K-7

**Author(s)**

**School District #** 36 Surrey

**Date** 1981

**Shelf #** SC00-004 **Record # for ordering** 1365

**B.C.T.F. Lesson Aids #**

**Components** folder with a package for each grade level

**Pages** 150

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| K- | 7 | | | * | * | | * | | |

**Description**

The package for each grade level includes topics and resources for each month and a suggested sequence of units.

An Elementary Sourcebook of 51 pages includes articles, lists, charts, and resources.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SCIENCE

**Title** Elementary Science Curriculum Resource Guide for Grades 4, 5, 6, & 7

**Author(s)**

**School District #** 61 Victoria

**Date** no date

**Shelf #** SC04-021 **Record # for ordering** 1552

**B.C.T.F. Lesson Aids #**

**Components** guide

**Pages** 45

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

**Description**

This guide sets out the minimum science curriculum for each grade.

Unit plans, resources and activities are included.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

SCIENCE/HEALTH

**Title** Elementary Science A Resource Manual

**Author(s)**

**School District #** 39 Vancouver

**Date** 1981

**Shelf #** SC00-001 **Record # for ordering** 1363

**B.C.T.F. Lesson Aids #**

**Components** booklet

**Pages**

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

**Description**

This booklet is especially designed for the non-science specialist teacher.

It includes overall scope and sequence charts, sample program topics, a matrix to coordinate the science program, and a section integrating health and science topics.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUDJECT AREA(S):

SCIENCE/COMPUTER STUDIES & SCIENCE

**Title** Elementary Science/Computer Literacy Booklets

**Author(s)**

**School District #** 63 Saanich

**Date** 1984

**Shelf #** SC01-035

**Record # for ordering** 1484

**B.C.T.F. Lesson Aids #**

**Components** 2 packs of booklets, diskettes and blackline masters in both the science and computer literacy areas; commercial software

**Pages**

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | * | * | | * |

**Description**

A chart describes how the two packs complement each other.

The Saanich Computer Curriculum K-12 Scope and Sequence is an added feature.

MATERIALS SUBJECT AREA(S) SCIENCE

| | |
|---|---|
| Series Title | STEM Science |
| Title | |
| Author(s) | Verne N. Rockcastle et al. |
| Publisher | Addison-Wesley Date 1977 |
| Components | student texts<br>teacher's editions<br>student activity record books for years 3-6<br>ditto master tests for years 3-6 |

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary * | Intermediate * | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning * | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized * | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed * | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The units are grouped around the concepts of Space, Time, Energy, and Matter (STEM). Illustrations and key visuals are excellent. Teacher's editions have complete, easy-to-follow lesson plans.

Discourse Tasks

discussing science concepts
in the intermediate grades: increased reading of text; writing up of understandings, solutions to problems, and results

Language Learning Processes

The new science vocabulary for the text is listed on a separate page in the teacher's edition. A Glossary of more difficult terms ends the student texts Grades 3-6. Readability levels have been considered; illustrations show the students how to carry out the science activities. Students classify, chart, and graph findings whereever possible.

MATERIALS SUBJECT AREA(S) SCIENCE

**Series Title** Addison-Wesley Science

**Title**

**Author(s)** Verne Rockcastle et al.

**Publisher** Addison-Wesley **Date** 1984

**Components**
student books, levels 1-6
teacher's editions
teacher's resource books with hardline masters
experience and record books
materials kits

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | * science |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents** New packaging of the STEM Science program. The content centres on the life, earth, and physical sciences. Teaching notes are very full. Ideas for bulletin boards and sciences tables are presented. Other subject areas are integrated with the science program. This series would be very useful in E.S.L. centres.

**Discourse Tasks**

increased emphasis on reading texts and graphics
discussing science concepts and the applications of science
solving problems orally and in writing during evaluation

**Language Learning Processes**

moving from concrete experiences to abstract understandings
developing concepts through exposition, illustrations and activities
keeping track of experiments and learning via the experience and record books

MATERIALS SUBJECT AREA(S) SCIENCE

Series Title

Title Materials Based Program Units

Author(s) various

Publisher various Date varied

Components 53 activity-centred units selected from these sources:

Teaching Primary Science (TPS)
Science 5/13 (Sc5/13)
Elementary Science Study (ESS)
Examining Your Environment (EYE)
Science: A Process Approach 11 (SAPA 11)
Big Ideas In Nutrition Education K-3, 4-6
Project Learning Tree

Materials include teacher's guides, kits, materials. some student print materials.

| Grade Level | | | | |
|---|---|---|---|---|
| Primary<br>* | Intermediate<br>* | Secondary | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning<br>* | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized<br>* science |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* +Tactile | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed<br>* | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents Each unit identifies the thinking processes emphasized, learning outcomes, and references. Primary units integrate learning across subjects such as language arts, mathematics, social studies, art and drama.

Discourse Tasks

listening to and reading science books
talking over observations, measurements, experiments
stating hypotheses
recording observations

Language Learning Processes

learning the basic processes of science via hands-on activities
learning to organize and communicate science ideas at basic levels

MATERIALS SUBJECT AREA(S) SCIENCE

**Series Title**

**Title** Big Ideas in Nutrition Education K-3
Big Ideas in Nutrition Education 4-6

**Author(s)**

**Publisher** B.C. Dairy Foundation **Date**
3236 Beta Ave., Burnaby, B.C. V5G 4K4

**Components** teacher's guide and visual materials

| Grade Level | | | | |
|---|---|---|---|---|
| Primary<br>* | Intermediate<br>* | Secondary | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning * | Transitional * | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students * | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General * but must attend workshop for materials | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed<br>* | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

recommended as the sources of multi-level units for the Materials Based Units Program in Science

**Discourse Tasks**

orally labelling and classifying
filling in key visuals

**Language Learning Processes**

handling and labelling visuals
classifying visuals into various categories: food groups, colours, tastes

MATERIALS SUBJECT AREA(S) SCIENCE

Series Title Individualized Science Instructional System (ISIS)

Title

Author(s)

Publisher Ginn & Co. Date 1976 →

Components student booklets
annotated teacher's editions
resources, tests, cassettes, games, apparatus, laboratory materials

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate * | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students * | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* Science | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

minicourses from biology, chemistry, earth science, general science, multidisciplinary science, psychology, physical science, and physics

Discourse Tasks

Language Learning Processes

MATERIALS SUBJECT AREA(S) SCIENCE/LANGUAGE ARTS: READING

| | |
|---|---|
| Series Title | Read Along Science |
| Title | Read Along Science: Dinosaurs<br>Read Along Science: Fossils<br>Read Along Science: Mammals of Long Ago<br>+ 1 more title |
| Author(s) | |
| Publisher | Guidance Associates |
| Date | 1977 |
| Components | 4 student books<br>teacher's guide for each title<br>4 colour filmstrips, 4 cassettes |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | | | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Visuals on the filmstrip and the narration on the cassettes duplicate the pictures and print in the students' books.

Discourse Tasks

The format makes it possible to engage several modalities at once: observing the filmstrip and listening to the narration; reading along with the text as one listens to the tape; reading independently.

Language Learning Processes

simultaneously activating two modalities--visual and aural--so that comprehension and retention are increased

MATERIALS SUBJECT AREA(S) SCIENCE

| | |
|---|---|
| **Series Title** | Concepts and Challenges in Science 1-3<br>Canadian SI Editions |
| **Title** | |
| **Author(s)** | A. Winkler, L. Bernstein, M. Schachter, S. Wolfe |
| **Publisher** | Cebco Standard **Date** 1979<br>distributed by Macmillan of Canada |
| **Components** | 3 hardcover volumes for students |

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate<br>*</td><td>Secondary<br>*</td><td>Adult</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students<br>*</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General *</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized<br>*some Science</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening</td><td>Speaking</td><td>Reading<br>*</td><td>Writing</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each of the 3 volumes has units from biology, chemistry, physics and earth sciences accompanied by full-colour illustrations, diagrams, and a glossary.

Discourse Tasks

reading science text accompanied by illustrations
very little writing

Language Learning Processes

trying science questions coded in blue ink
reviewing
using the pronunciations of difficult science words given in the text
trying out experiments at home
working through multiple choice and matching questions, crossword and word puzzles

MATERIALS SUBJECT AREA(S) SCIENCE

**Series Title** The Science Workshop Series

**Title** Biology Workshop 1-3 Chemistry Workshop 1-3
Earth Sciences Workshop 1-3 Physics Workshop 1-3

**Author(s)** S. Rosen

**Publisher** Globe Modern **Date** 1976-9

**Components** collection of 12 softbound workbooks with 30 chapters per book
teaching guide for each book

**Topics** living things, the human body, reproduction, the earth's surface, the atmosphere and ocean, space, matter, mixtures, metals, energy, forces, light & sound

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | | * weak readers |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | * some science |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

The format is consistent: a boxed one-page reading passage with labelled diagrams or photographs is followed by several developmental exercises and laboratory experiments. Phonetic spellings are given for some new words.

**Discourse Tasks**

reading science text, interpreting the labels of diagrams, explaining in a full sentence

**Language Learning Processes**

The workbooks provide a basic secondary science program for students reading below grade level. E.S.L. students, with guidance, could handle the format, the short lessons and questions. The chapters could be used with an entire class or with individuals. The series aims to increase the students' level of competency in science skills and verbal skills. New science concepts and words are introduced, defined, used in context, and repeated.

MATERIALS SUBJECT AREA(S) SCIENCE

**Series Title** The Many Faces of Energy

**Title**

**Author(s)** J. Howard, M. Fröhlich, & B. Marshall

**Publisher** Ontario Institute for Studies in Education (OISE) **Date** 1984

**Components** multimedia kit contains:
a filmstrip
an audio cassette tape
25 student booklets
10 photographs
19 duplicating masters
a teacher's guide

| Grade Level | | | | | |
|---|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| **Language Level** | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| **Original Audience** | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| **Teacher Background** | | | | | |
| General | E.S.L.<br>* | Specialized<br>* | | | |
| **Modes** | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| **Curriculum Material** | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

relates to regular physics and geography content

For E.S.L. students, the study of elementary physics in their first language would prove to be an asset with these materials.

**Discourse Tasks**

answering and asking questions about the forms, sources and uses of energy
solving problems of energy conservation
forming personal opinions on energy conservation and relating them to policies

**Language Learning Processes**

organizing information from simple to complex
using key visuals such as classification charts
detecting cause and effect relationships in energy conservation
forming conclusions from available information

MATERIALS SUBJECT AREA(S) SCIENCE

Series Title

Title Longman Illustrated Science Dictionary

Author(s) A. Godman, ed.

Publisher Longman Group Date

Components hardcover dictionary

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* Science | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Entries cover the main scientific subject areas including physics, chemistry, biology, geology and health. Words are grouped by topic with a full cross-referencing system. Illustrations appear on every page.

Discourse Tasks

reading definitions of words used in the pure and applied sciences
interpreting labelled diagrams and full-colour illustrations

Language Learning Processes

using classification to find entries
understanding terms because the definitions are written up in straight-forward everyday language and because visuals clarify the meanings

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

Series Title

Title Basic English for Science

Author(s) P. Donovan, English Language Teaching Development Unit

Publisher Oxford University Press Date 1978

Components
student's book
teacher's book
6 cassettes (not available in Canada)

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. * | Special Students | | | |
| Teacher Background | | | | | |
| General * for those without a science back. | E.S.L. * | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual * | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each of the 11 units consists of classwork and class activity, exercises for self-study and practice drills for use in the language laboratory.
Tables, illustrations and diagrams stimulate the controlled use of science language.

Discourse Tasks

expressing descriptions, predictions, hypotheses, speculations; accounting for results; summarizing; solving problems and making decisions

Language Learning Processes

organizing information for recall
making notes or key visuals to recall information
working through practice exercises in expressing basic scientific concepts in English
proceeding from simple tasks such as expressing formulae in English to the description of complete experiments, explanations, and accounts of processes

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

| | |
|---|---|
| Series Title | |
| Title | Beginning Scientific English |
| Author(s) | D.E. Royds-Irmak |
| Publisher | Thomas Nelson & Sons |
| Date | |
| Components | Book 1 and 2<br>Key to Books 1 and 2 |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

2-book course with 40 graded units based on different scientific topics Each unit includes 2 short texts followed by vocabulary and grammar exercises on points relevant to scientific English.

Discourse Tasks

reading science text

Language Learning Processes

gradually building a knowledge of the features of scientific English

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

**Series Title**

**Title** A Course in Basic Scientific English

**Author(s)** J.R. Ewer & G. Latorre

**Publisher** Longman Group **Date**

**Components** student's book
teacher's notes

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University<br>* | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General *| E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual | Listening | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents** Subject matter is introductory.

12 units with reading passages graded in difficulty give students a systematic basic knowledge of the main structures and vocabulary common to all branches of science. The student's book contains a supplement of extracts from current scientific literature, appendices, and a dictionary of basic scientific English.

**Discourse Tasks**

expressing descriptions of specialized topics in appropriate language orally and in writing

**Language Learning Processes**

reading for a specific purpose, e.g. to answer questions
to identify main points
to make notes
to summarize

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

Series Title

| | |
|---|---|
| Title | English for Basic Physics |
| Author(s) | D. Blackie |
| Publisher | Thomas Nelson & Sons |
| Date | 1981 |
| Components | text |

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | * |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents an introduction to basic physics

The approach is systematic: each unit covers one key aspect of physics and contains a brief paragraph presenting language to be studied. Key visuals, and oral and written exercises are included.

Discourse Tasks

expressing classifications, descriptions, generalizations; solving problems, formulating principles and making decisions in both oral and written language

Language Learning Processes
interpreting diagrams
making notes
sequencing material
solving problems
summarizing

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

Series Title: English in Focus

Title: 9 titles

Author(s): J.P.B. Allen & H.G. Widdowson, series editors

Publisher: Oxford University Press Date 1974

Components: series of 9 titles, each consisting of a student's book, a teacher's edition, and a cassette
Titles most suitable for secondary students include:
English in Biological Science, English in Social Studies,
English in Physical Science, English in Workshop Practice (metalwork)

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized<br>* | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each book follows the same pattern of 8 units, each unit focussing on one aspect of the subject. Included are reading passages, exercises, and expository sections on relevant skills.

Discourse Tasks

communicating specialized information orally and in writing
developing arguments in writing
transferring information from key visuals to oral or written mode

Language Learning Processes

making notes from diagrams or reading passages
reading for a purpose, e.g. to answer specific questions
writing up learned information using appropriate vocabulary and style

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

Series Title

Title Start English for Science
Learn English for Science
Study English for Science

Author(s) A.R. Bolitho & P.L. Sandler

Publisher Longman Group Date

Components each title has a student's book and
a teacher's book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized<br>* Science |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual | Listening | Speaking<br>* | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The 3 books use basic revision English for general scientific reading purposes: they are intended for E.S.L. students who want to study scientific and technical textbooks.

Discourse Tasks

expressing scientific information in oral and written form
expressing descriptions of specialized topics in appropriate language orally and in writing

Language Learning Processes

transferring information from diagrams to oral/written modes
making notes from reading passages
summarizing main points orally and in writing

MATERIALS SUBJECT AREA(S) SCIENCE/ENGLISH (ESP)

**Series Title**

**Title** Writing Scientific English

**Author(s)** J. Swales

**Publisher** Thomas Nelson & Sons **Date**

**Components** text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | *science/technology |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | | | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

12 units present a clear description of the usage of grammatical structures, technical vocabulary and terminology used in scientific subjects, particularly physics, chemistry, engineering and technical subjects.

**Discourse Tasks**

reading descriptions of scientific language use
writing straightforward explanations and interpretations

**Language Learning Processes**

practising clear and concise expression in scientific English
working through written exercises for practice and consolidation

MATERIALS SUBJECT AREA(S) SCIENCE/TECHNOLOGY/ENGLISH (ESP)

Series Title

Title Interface English for Technical Communication

Author(s) T. Hutchinson & A. Waters

Publisher Longman Group Date about 1984

Components student's book
teacher's guide
cassette

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE.

Description: Approach, Format, Contents

10 units on a technological topic from a variety of disciplines. Each unit contains chapters titled Starter, Input, Gathering Information, Language Focus and Task.

Discourse Tasks

communicating, orally and in writing, in technical and scientific entironments; solving problems; listening to the cassette which contains all the Input texts (of explanatory material) and the Listening Tasks (from the Gathering Information and Language Focus sections in the student's book).

Language Learning Processes

using language related to data handling, diagrams and information displayed
nonverbally
using language as one does content exercises

MATERIALS SUBJECT AREA(S) SCIENCE/ TECHNOLOGY/ENGLISH (ESP)

Series Title Nucleus: English for Science and Technology

Title Nucleus: English for Science and Technology
General Science (new edition with reading texts)

Author(s) M. Bates & T. Dudley-Evans

Publisher Longman Group Date

Components student's book (new edition)
teacher's manual
3 cassettes, tapescript
test books 1 and 2

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University<br>* | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students on<br>* vocational programs | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized<br>* science/vocational | | | |
| Modes | | | | | |
| Integrated<br>* | Visual | Listening<br>* | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

As the core book in a series of 8 titles, General Science introduces the student to the common core language and concepts shared by all branches of science and technology. The student may be on an academic or occupational/ vocational program.

Discourse Tasks

reading,and listening to scientific and technical discourse

Language Learning Processes

MATERIALS SUBJECT AREA(S) SCIENCE/TECHNOLOGY/ENGLISH:READING (ESP)

Series Title

Title Science and Technology--A Reader

Author(s) E. Lander

Publisher Newbury House Date 1984

Components text

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

30 unsimplified readings from the New York Times, 155-294 words in length Topics include pollution, irrigation, biorhythm, aging.

Discourse Tasks

reading, skimming and scanning 30 summaries of research articles published in science journals

Language Learning Processes

grasping meaning through context without becoming anxious about total word mastery

working through exercises which expand vocabulary and comprehension as one learns to scan and skim

building reading confidence necessary for college-level courses

MATERIALS SUBJECT AREA(S) SCIENCE/CAREER PREPARATION

Series Title Science at Work

Title 18 titles: Science and the Motor Car, You and Your Mind, Electronics, Cosmetics, Pollution, Building Science, Forensic Science, Photography, Gears and Gearing, Body Maintenance, Food and Microbes, Domestic Electricity, etc.

Author(s) J. Taylor, et al.

Publisher Addison-Wesley Date 1979-80

Components 18 students' books
teacher's guide for each book includes record sheets for students for each experiment

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students<br>14-16 yr. old 'less able |
|---|---|---|

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | * |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each book has 32 pages and a consistent format. Full of photographs and diagrams, each book provides information, practical investigations, and questions. The teacher's guide lists new scientific words, as well as objectives, hints, apparatus lists, safety procedures, answers, resource lists, specimen test questions.

Discourse Tasks

reading lists of apparatus, the purpose of the experiment, illustrated descriptions, explanations, instructions; answering questions in writing; copying sentences; writing descriptions

Language Learning Processes

following a booklet as part of an activity-based, laboratory course
working at one's own pace
filling in carefully structured record sheets for experiments
observing cautionary notes prior to and during experimentation

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

COMPUTER STUDIES AND SCIENCE

Computers into the Classroom, A K-7 Resource Guide, 1984
Computer Studies 11, Curriculum Guide Resource Book, 1984;
    in revision, September 1985
Computer Science 12, curriculum guide, under development

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES

COMPUTER STUDIES
& SCIENCE

Richmond

Computer Studies Resource Book (2 volumes)
Shelf #CS09-001
Order # 380

COMPUTER STUDIES
& SCIENCE/SCIENCE

Saanich

Elementary Science/Computer Literacy Booklets
Shelf # SC01-035
Order # 9070

COMPUTER PROGRAMS &
E.S.L.

Vancouver

Recommended Computer Programs and Sample Activities for Second Language Learning, draft version, 1984

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

COMPUTER STUDIES & SCIENCE

**Title** Computer Studies Resource Book (2 volumes)

**Author(s)**

**School District #** 38 Richmond

**Date** no date

**Shelf #** CS09-001 **Record # for ordering** 380

**B.C.T.F. Lesson Aids #**

**Components** a collection of information and activities

**Pages** 350

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | 9-12 | | | * | * | | | * |

**Description**

This collection supports the coursework in Computer Studies 9/10, 11 and the relabelled Computer Science 12.

It includes material divided into 5 sections:

introduction,
articles and activities,
sample program assignments,
sample test items, and
films and videos.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):
COMPUTER STUDIES & SCIENCE/SCIENCE

Title Elementary Science/Computer Literacy Booklets

Author(s)

School District # 63 Saanich

Date 1984

Shelf # SC01-035 Record # for ordering 9070

B.C.T.F. Lesson Aids #

Components 2 packs of booklets, diskettes and blackline masters in both the science and computer literacy areas; commercial software

Pages

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | * | * | | * |

Description

A chart describes how the two packs complement each other.

The Saanich Computer Curriculum K-12 Scope and Sequence is an added feature.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

COMPUTER PROGRAMS & E.S.L.

Title Recommended Computer Programs and Sample Activities for Second Language Learning, draft version

Author(s) M. Early and B. Mohan

School District # 39 Vancouver

Date 1984

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids #

Components booklet

Pages 27

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | | * | | * | * | * |

Description

This report is addressed to educators who are concerned with the use of computers in the academic/linguistic growth of E.S.L. students.

It contains an introductory section, a list of selected programs (direct language learning programs, content teaching programs, and utility programs), a set of tasks to accompany the chosen programs, an appendix containing a language awareness section, and a bibliography.

This report shares the theoretical framework which is presented in this resource book.

MATERIALS SUBJECT AREA(S): COMPUTER STUDIES AND SCIENCE/ENGLISH
BUSINESS EDUCATION/DATA PROCESSING
(ESP)

Series Title

Title English for Computer Science

Author(s) Norma D. Mullen and P. Charles Brown

Publisher Oxford University Press
Oxford
Date 1984

Components book, answer book

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

14 sections of readings on mainframe, mini- and micro-computers provide an introductory course in data processing. Exercises, teaching notes, and a glossary are included.

### Discourse Tasks

reading and writing definitions, comparisons, classifications, predictions, explanations

### Language Learning Processes

practising basic English associated with computers
developing computer vocabulary and consolidating English already learned
locating information
finding main ideas in the text
following the development of an argument

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

MATHEMATICS

Draft Mathematics Curriculum Guide outlining topics for grades 1-12, and highlighting learning outcomes for grades 7 and 8, 1985

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES MATH/SCIENCE/LANGUAGE ARTS

Ideas for Kindergarten and Early Grade 1, 1976
B.C.T.F. Lesson Aids #8807

MATH

Ideas for Arithmetic Games
B.C.T.F. Lesson Aids #8403

Mathematical Games and Puzzles to Make Drill More Interesting
B.C.T.F. Lesson Aids #9401

Activity Cards for the Intermediate Grades, 1975
B.C.T.F. Lesson Aids #8414

Every Graph Tells a Story, 1980
B.C.T.F. Lesson Aids # 3032

Victoria

Grade 8 Math Unit, 1979
B.C.T.F. Lesson Aids #3030

Geometry Units for Grades 9 and 10, 1979
B.C.T.F. Lesson Aids #3031

MATH (PHYSICS/CHEMISTRY)

Mathematics for Physics and Chemistry Students, 1967
B.C.T.F. Lesson Aids #3026

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH /SCIENCE/LANGUAGE ARTS

Title Ideas for Kindergarten and Early Grade 1

Author(s) (Reprint from the STF Teaching Materials Centre)

School District #

Date 1976

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 8807

Components sheets of activities

Pages 7

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | | | * | | |

Description

The game-like activities derive from science, language arts and mathematics. Children engage in discovery learning mainly by manipulating concrete objects.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Ideas for Arithmetic Games

Author(s) G. Sear

School District #

Date

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 8403

Components ideas for games

Pages 2

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Description

This lesson aid gives ideas for arithmetic games. It suggests everyday material which provides children with a visual experience so that they can practise simple addition and subtraction.

The children discover arithmetic combinations, write combinations of figures, and, during the playing of the games, cooperate, take turns, and discuss the rules.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Mathematical Games and Puzzles to Make Drill More Interesting

Author(s) L. Evans

School District #

Date 1973

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 9401

Components series of games and puzzles using basic math operations

Pages 6

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

Description

Students require some knowledge of basic math skills. Working with these games and puzzles, they use oral and written language for choosing, discussing, explaining, hypothesizing, predicting and concluding. They learn by hypothesizing, testing, and discovery.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Activity Cards for the Intermediate Grades

Author(s)

School District #

Date 1975

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 8414

Components 12 cards

Pages 2

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

Description

Students working with these cards need basic skills in primary math. They solve problems in game form, predict, hypothesize, graph relationships, and relate problem-solving to real life situations. They are tested orally in groups or in writing.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Every Graph Tells a Story

Author(s) D. Forbes

School District #

Date 1980

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 3032

Components graphing unit

Pages 25

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | *<br>Gr. 8 | | | * | | * | | |

Description

This unit includes a combination of teacher-centred and group-centred activities and is most suitable for regular Grade 8 students.
Students learn how to read and interpret information from a graph, to transfer information from a graph to oral or written discourse, and to record information visually. They learn how to read and interpret different kinds of graphs.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Grade 8 Math Unit

Author(s) Greater Victoria Mathematics Committee

School District #

Date 1979

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 3030

Components unit

Pages 36

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * Gr. 8 | | | * | * | | | * math |

Description

This math unit provides sets of exercises, answers, pre-test, post-test and answer keys. The exercises are arranged in order of increasing difficulty.

E.S.L. students would require a knowledge of mathematics up to the Grade 8 level. They would write mathematic expressions and solve problems.

The unit offers them self-challenge and evaluation.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH

Title Geometry Units for Grades 9 and 10

Author(s) Greater Victoria Mathematics Committee

School District #

Date 1979

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 3031

Components supplement to available texts in geometry

Pages 112

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | | | | * math |

Description

This supplement provides exercises, answers, two tests, and test keys. It provides additional geometry work for Grades 9 and 10 regular students.

E.S.L. students would need basic language and geometry skills. In working through these exercises in geometry, the students would read directions, read and answer questions in writing, and read lengthy problems expressed verbally.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MATH (PHYSICS/CHEMISTRY)

Title Mathematics for Physics and Chemistry Students

Author(s) B.C. Science Teacher's Association

School District #

Date 1967

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 3026

Components booklet

Pages 79

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | | | | * Science / Math |

Description

This booklet was designed by physics and chemistry teachers to help students having trouble with science because of mathematics deficiencies.

Students using the booklet need a knowledge of basic computational skills. The booklet is designed so that students can work through the procedures with a minimum of teacher help.

MATERIALS SUBJECT AREA(S) MATH

| | | | |
|---|---|---|---|
| Series Title | | | |
| Title | Mathematics Their Way | | |
| Author(s) | M. Baratta-Lorton | | |
| Publisher | Addison-Wesley | Date | 1976 |
| Components | book includes black-line masters | | |

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General * | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* + tactile | Listening<br>* | Speaking<br>* | Reading | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

activity based with sample teaching strategies

Discourse Tasks

talking to describe, label, clarify, explain, measure, choose, evaluate

Language Learning Processes

These activities are designed for preprimary to Grade 2 children.

learning by doing

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Patterns to Play on a Hundred Chart

Author(s) W. Judd

Publisher Creative Publications Inc. Date 1975

Components book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* + tactile | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book presents 44 of the infinite number of patterns that can be generated on a hundred chart. It encourages students to develop their own patterns.

Discourse Tasks

using basic math skills to discover and describe patterns orally

Language Learning Processes

learning by discovery

MATERIALS SUBJECT AREA(S) MATH

Series Title Workjobs

Title Workjobs: Activity-Centred Learning for Early Childhood
Workjobs II: Number Activities for Early Childhood

Author(s) M. Baratta-Lorton

Publisher Addison-Wesley Date 1976-8

Components two books

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* + tactile | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each book contains numerous single-concept learning activities in language and mathematics.

Discourse Tasks

talking about concrete experiences while learning abstractions

Language Learning Processes

These activities are designed for preprimary to Grade 2 students.

learning while doing

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Math Activities for Children
A Diagnostic and Developmental Approach

Author(s) R.W. Copeland

Publisher Charles E. Merrill Pub. Co. Date 1979

Components book

Grade Level**

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

62 activities are grouped into seven basic areas which incorporate the ideas of Piaget: 1. logical classification 2. number 3. space orientation 4. measurement 5. knowing vs. performing 6. mathematical memory 7. chance & probability

Discourse Tasks

talking while doing to develop comprehension

Language Learning Processes

understanding relationships by using concrete materials

**These activities were designed for children aged 4-12 years, but many ideas could be used with older E.S.L. students with interrupted education.

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Mathematics for Individual Achievement

Author(s) R.A. Denholm, D.D. Hankins, M.C. Herrick, G.R. Vojtko

Publisher Houghton Mifflin Date 1974

Components teacher's books
duplicating masters
diagnostic tests
workbooks (metric measurement used exclusively)

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary<br>*</td><td>Intermediate<br>*</td><td>Secondary<br>*</td><td>Adult</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning<br>*</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized<br>* mathematics</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening<br>*</td><td>Speaking<br>*</td><td>Reading<br>minimal</td><td>Writing</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Units centre on topics in which students can develop a sense of daily achievement. The emphasis is on the mastery of computation skills. Basic concepts are reviewed. The format is colourful.

Discourse Tasks

reading, problem solving, options for oral discussion

Language Learning Processes

Reading in this program is kept to a minimum.

Pre- and post-tests encourage self-directed study and evaluation.

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Individualized Computational Skills Program

Author(s) B.R. Shaw, L.M. Oldaker, P. M.W. Hickle

Publisher Houghton Mifflin Date

Components

| | |
|---|---|
| teacher's manual | Teaching Model Cards |
| Computation Tests A & B | Answer Cards |
| Skills Inventories | Student Record Cards |
| Student Prescription Card | Divider Cards |
| | Filer |

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| * | * | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| * | | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is a diagnostic/prescriptive math program to be used as a supplement to the core program. The program is designed to accommodate students needing math skills from the primary level to Grade 12.

Discourse Tasks

reading and writing in math tasks

Language Learning Processes

self-directed study and evaluation at an individual pace

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Mathematics Skills Development

Author(s)

Publisher Academic Press Date

Components 15 books

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The 15 books are designed to reinforce all of the basic math skills from Grades 2 to 8. Each book addresses a basic skill area, e.g., Introduction to Decimals. Books can be purchased separately or in a set.

Discourse Tasks

speaking and reading for clarification and comprehension

Language Learning Processes

A basic level of English and some numeracy skills are required.

self directed study of math skills to reinforce basic knowledge computing in English

MATERIALS SUBJECT AREA(S): MATH

Series Title TOPS (Techniques in Problem Solving)

Title

Author(s)

Publisher Dale Seymour Publications Date

Components a complete line of problem-solving materials for K-12
  including
    a Beginning Problem Solving Kit
    developmental workbooks
    skills sheets
    card decks transparency masters

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| * | * | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Discourse Tasks

Language Learning Processes

MATERIALS SUBJECT AREA(S) MATH

Series Title Weekly Reader

Titles Introducing Table and Graph Skills Book A
Developing Table and Graph Skills Book B
Expanding Table and Graph Skills Book C Using Table and Graph Skills Book D

Author(s)

Publisher Xerox Education Publications Date 1968

Components 4 workbooks in Weekly Reader series
teacher's guides

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary<br>★</td><td>Intermediate<br>★</td><td>Secondary<br>★</td><td>Adult</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional<br>★</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>★</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General ★</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>★</td><td>Visual<br>★</td><td>Listening<br>★</td><td>Speaking<br>★</td><td>Reading<br>★</td><td>Writing</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

well-illustrated pulp workbooks

As this series was produced in the 1960's, teachers would want to update the information or use the workbooks as references.

Discourse Tasks

discussing cue questions; reading descriptions, explanations, tables and graphs; constructing tables and graphs

Language Learning Processes

The reading levels proceed from Grade 3 to 6.
In each workbook of the series, skills are introduced, extended, reinforced, and reviewed.
Students learn new vocabulary around familiar topics and use tables and graphs in daily activities.

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Favourite Problems

Author(s) D. Seymour

Publisher Dale Seymour Publications Date 1982

Components problem book
16 poster problems in a spiral-bound format

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

16 sets of classical problems for Grade 5-7 students. Teaching tips and answer sheets are provided for each problem. The problems are ungraded, non-sequential.

Discourse Tasks

suggesting hypotheses, making predictions and solving problems orally
recording answers

Language Learning Processes

developing skills in problem solving, for example, finding patterns

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Fun with Mathematics: Exploring Mathematics On Your Own

Author(s) W.H. Glenn & D.A. Johnson

Publisher Webster Publishing Co. Date 1960

Components book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book is written for self study of games, tricks and puzzles based on mathematics; readers are encouraged to keep a pencil and paper beside them.

Discourse Tasks

reading for information, discovery and pleasure

Language Learning Processes

Basic numeracy skills are a requirement.

learning by following instructions
discovering principles

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Games for Learning Mathematics

Author(s) D.A. Johnson

Publisher J. Weston Walch Publisher
Box 658, Portland, Maine 04104

Date 1973

Components book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  | * | * |  |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
|  | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * |  |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * |  |  |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * |  |  |  | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book is designed as supplementary material to stimulate interest, promote practice and participation, and foster developing mathematical relationships.

Discourse Tasks

using oral and written language to clarify, describe, solve problems and discover principles

Language Learning Processes

Some knowledge of math skills is a requirement.

discovering general principles and relationships from a 'game' activity

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Math Squared: Graph Paper Activities for Fun and Fundamentals

Author(s) D. Stern

Publisher Teacher's College Press Date 1980

Components book

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book deals with a variety of subjects connected with graph paper to show the various forms a mathematical idea can have. An answer key is provided.

Discourse Tasks

reading for information and discovery

Language Learning Processes

This book is written at a Grade 5-6 reading level.

discovery learning

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Math Word Problems

Author(s)

Publisher Academic Press Date

Components 7 level series of workbooks designed to supplement any math program

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | | * math |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each workbook is organized by categories, such as Numeration, Time, etc. The lessons are sequentially developed; each lesson takes one page. Answer keys are provided.

Discourse Tasks

using the language of mathematics in English orally and in writing while performing specific skills tasks

Language Learning Processes

self-directed study and evaluation using the answer keys
reinforcing skills sequentially

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Mathematics -- A Way of Thinking

Author(s) R. Baratta-Lorton

Publisher Addison-Wesley Date 1977

Components book

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate<br>*</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult</td><td colspan="6">University</td></tr>
<tr><td colspan="30">Language Level</td></tr>
<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like<br>*</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students<br>*</td><td colspan="10">E.S.L.</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General<br>*</td><td colspan="10">E.S.L.</td><td colspan="10">Specialized<br>* math</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening<br>*</td><td colspan="5">Speaking<br>*</td><td colspan="5">Reading<br>*</td><td colspan="5">Writing<br>*</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book is a detailed guide for an intermediate level activity-centred math curriculum.

Discourse Tasks

participating in dialogues about mathematics activities
interpreting key visuals
solving problems orally and in writing

Language Learning Processes

The activities in this book are challenging for all students, but the approaches taken build success particularly for students having difficulty with math. The activities are excellent for E.S.L. students.

The approach encourages students to transfer and/or develop concepts through experience.

MATERIALS SUBJECT AREA(S) MATH

**Series Title**

**Title** Modern Mental Mathematics

**Author(s)** D.J. Dickson, A.J. Gillies, R.P. Patrick

**Publisher** Book Society of Canada Ltd. **Date** 1972

**Components** softcover text for Grade 4

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate<br>*</td><td>Secondary<br>*</td><td>Adult</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual</td><td>Listening<br>*</td><td>Speaking</td><td>Reading</td><td>Writing<br>*</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

50 units, each designed for 2 day's work
The questions in the units are to be solved mentally.

This book is intended to review and build accuracy and confidence.

**Discourse Tasks**

listening to dictation of questions
recording answers and discussing solutions

**Language Learning Processes**

Students using this text need a knowledge of basic math skills.

The consecutive format encourages students to challenge and evaluate themselves.

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Math Warm-Ups for Jr. High (7-9)
Short Exercises for Review and Exploration

Author(s) S. McFadden

Publisher Dale Seymour Publications Date

Components workbook with tear-out blackline masters
(Some photocopying is permitted.)

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate<br>★ | Secondary<br>★ | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>★ | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>★ | E.S.L. | Special Students<br>★ | | | |
| Teacher Background | | | | | |
| General<br>★ | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading<br>★ | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This workbook has 70 warm-up lessons each consisting of 5 problems and a BONUS enrichment problem. Teacher's commentary and answers are included. The lessons are useful with both low and high achievers in math.

Discourse Tasks

solving problems mentally

Language Learning Processes

quickly computing mentally
reviewing math concepts and skills
using the warm-ups to pinpoint weaknesses

Students do need basic language skills and some computational abilities.

MATERIALS SUBJECT AREA(S) MATH

Series Title

Title Charts and Graphs

Author(s) I. Wasserman

Publisher Houghton Mifflin Date

Components 3 books

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| * | | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each book has 28 charts and graphs in colour covering a wide range of topics. Examples from Level 2: U.S. spacecraft, ocean life, palmistry, geometrical figures, a color chart, spices and their uses. Examples from Level 3: cuts of beef, edible and poisonous mushrooms, life expectancy of animals, monthly average temperatures.

Discourse Tasks

discussing visuals and issues as a class
talking over descriptions, classifications, causation

Language Learning Processes

working with stimulating visuals

MATERIALS SUBJECT AREA(S): MATH

Series Title

Title Trouble-Shooting Math's Skills, Canadian Metric Edition

Author(s) Bernstein, Wells, Norrie

Publisher Holt, Rinehart & Winston Date 1975

Components
text
teacher's guide
set of 10 filmstrips
cassettes
tests (duplicating masters)

| | | | | | | |
|---|---|---|---|---|---|---|
| Grade Level | | | | Language Level | | |
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | * | * | |

| | | | | | |
|---|---|---|---|---|---|
| Original Audience | | | Teacher Background | | |
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | * math |

| | | | | | |
|---|---|---|---|---|---|
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| | | |
|---|---|---|
| Curriculum Material | | |
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Basics skills units in math include pretests, practice, and retests.

Discourse Tasks

reading to learn about mathematical concepts

Language Learning Processes

This program is suitable for students with beginning reading skills.

Self-evaluation is encouraged by the format of pre- and post-tests.

MATERIALS SUBJECT AREA(S) MATH/ENGLISH (ESP)

Series Title

Title English for Basic Maths

Author(s) D. Blackie

Publisher Thomas Nelson & Sons Ltd. Date 1981

Components student's book
teacher's book

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized<br>* math | | | |
| Modes | | | | | |
| Integrated<br>* | Visual | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The approach is sytematic. Each unit covers one key aspect of mathematics; it contains a brief explanation of the topic, practice exercises, oral work, vocabulary reinforcement and a dictation. The teacher's book summarizes the aims of each unit, and provides supplementary exercises and an answer key.

Discourse Tasks

reading explanations
describing orally and in writing
defining
taking dictation

Language Learning Processes

This book is for students intending to study math in English at secondary school and in higher education.

expressing basic mathematical concepts in English
overcoming particular areas of difficulty in mathematics by working through a simple and consistent approach

MATERIALS SUBJECT AREA(S): MATH/ENGLISH (ESP)

Series Title Nucleus: English for Science and Technology

Title Nucleus: English for Science and Technology - Mathematics

Author(s) M. Bates & T. Dudley-Evans (series editors)

Publisher Longman Group Date

Components student's book
teacher's notes
cassette

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is one book in an integrated series which emphasizes language for specific content.

Discourse Tasks

listening and reading in mathematical tasks

Language Learning Processes

relating the language to mathematical tasks

A knowledge of elementary mathematics is required.

MATERIALS SUBJECT AREA(S) MATH + SEVERAL OTHER SUBJECT AREAS

Series Title The Mathematics Alive Series

Title Mathematics Alive 1, 2, 3, 4

Author(s) The British Columbia Association of Mathematics Teachers

Publisher Copp Clark Pitman, Vancouver, B.C. Date 1975

Components 4 books, also available in French

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized<br>* math |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This series presents academic mathematics in an interesting context, incorporating historical anecdotes, puzzles and many short exercises. The material contains applications across many subject areas.

Discourse Tasks

oral discussion and explanation
reading for information and for problem solving

Language Learning Processes

Students need some knowledge of elementary mathematics.

The series encourages self-directed study and evaluation.

MATERIALS SUBJECT AREA(S): MATH/CONSUMER EDUCATION

| | |
|---|---|
| Series Title | Mathematics in Daily Living |
| Titles | 1. Fractions 2. Decimals and Percent 3. Measurement and Geometry 4. Fundamental Algebra |
| Author(s) | N.B. Bryant & L. Hedgepeth |
| Publisher | Steck-Vaughn Co., Austin, Texas Date 1978 |
| Components | 4 consumable magazines |

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | * | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The topics in these magazines centre around problem solving in daily living: developing mathematical skills as they apply in matters of health, government, law, consumer economics, etc. Answer keys are provided. With high interest topics and a low vocabulary load, the books span Grades 5-8 in reading and mathematics level.

### Discourse Tasks

discussing to clarify information
reading for comprehension

### Language Learning Processes

The Answer Key format encourages self-directed study and evaluations. Special 'Quest' sections challenge students to extend their skills.

MATERIALS SUBJECT AREA(S) MATH/CONSUMER EDUCATION

Series Title

Title General Math 1 (9-10)

Author(s) B.R.Shaw, G.H. Wheatley, R.B. Kane & M.M. Schaefer

Publisher Houghton Mifflin Date 1977

Components 1 student book
1 teacher's edition
progress tests (56 duplicating masters)

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>* | E.S.L. | Specialized<br>* math | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The student text presents 70 skills sequentially, but cross-referencing is featured as well as many exercises. Mathematics is applied in a variety of interesting settings, e.g. the Olympic Games, Lotteries, Future Cities, Diving.

Discourse Tasks

interpreting diagrams
reading
problem solving

Language Learning Processes

The student text demands a basic level of English and a reading level of Grade 5-6.

The format of daily lessons and a Friday quiz provides a check on self evaluation. Answer keys are also provided.

Students are expected to keep their own records.

MATERIALS SUBJECT AREA(S): MATH/CONSUMER EDUCATION

Series Title

Title Mathematics Plus! Consumer, Business & Technical Applications

Author(s) B.R. Shaw, R.A. Denholm & G.H. Shelton

Publisher Houghton Mifflin Date 1979

Components 1 book and answer key for Grades 9-10

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * math |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book provides practical instruction and practice in 35 computational skills, with consumer and business applications.

Discourse Tasks

reading
speaking (Many of the post-unit tests are oral.)

Language Learning Processes

This book offers easy reading for E.S.L. students.

The format encourages self-directed study and evaluation with a weekly quiz.

MATERIALS SUBJECT AREA(S): MATH/CONSUMER EDUCATION

Series Title

Title Real Life Math A Functional Literacy Program from Scholastic, Canadian edition

Author(s) A.L. Norrie

Publisher Scholastic-TAB Publications Ltd. Date 1980

Components workbook

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The workbook has 6 units: Basic Facts, Your Daily Expenses, Managing Your Money, Math on the Job, Energy and Money Savers, Leisure Math. The Reference Section includes place value charts, arithmetic tables, an explanation on using pocket calculators, a glossary, and an index.

Discourse Tasks

reading number work, problems, explanations, contracts

Language Learning Processes

independent study with some guidance

MATERIALS SUBJECT AREA(S) MATH/INDUSTRIAL EDUCATION

Series Title

Title Math Applications for Technical Trades

Author(s) R.H. Graham (formerly head of Industrial Education, Templeton Secondary School, Vancouver)

Publisher Copp Clark Pitman Date 1983

Components hardcover text

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized<br>*industrial education |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is a clearly designed text which begins with basic mathematics skills and then progresses to applied problems that tradespersons need to solve in Automotive Mechanics, Electricity and Electronics, Metalwork, and Woodwork and Construction. Appendices include a review section, and tables and formulas.

Discourse Tasks

reading problems, sequenced instructions, labelled diagrams, graphs and tables

Language Learning Processes

using the Skills Review section to check whether understanding is sufficient to proceed
calculating mentally without the use of calculators

TEACHER REFERENCE

SUBJECT AREA(S):

MATH

**Series Title**

**Title** Math Problem Solving for Grades 4 through 8

**Author(s)** J.L. Overholt, J.B. Rincon, & C.A. Ryan

**Publisher** Allyn & Bacon **Date** 1984

**Components** book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | * math |

**Curriculum Material**

Prescribed
Authorized
Out of Print

Supplementary*

**Description**

The introductory chapter of this teacher reference book treats of helping students to solve mathematics WORD and applied problems. Problem-solving lessons for Grades 4 - 8 then follow. The lessons are clearly and logically set up. The steps to the entire problem-solving approach are listed and gone over:

1. main idea
2. question
3. important facts
4. relationship sentence
5. equation
6. estimation
7. computation
8. answer sentence.

Thirteen supporting techniques help internalize the approach in students.

Students listen to descriptions and problems, answer questions, write original problems, and solve problems in writing. They use mathematical vocabulary, use visuals to solve problems (pictures, diagrams, scale drawings and maps, tables, graphs, charts), solve direct-quote problems, and estimate and check reasonableness.

The authors are working on another book to help primary students solve mathematics WORD problems.

TEACHER REFERENCE

SUBJECT AREA(S):

MATH

Series Title

Title: Mathematical Experiences in Early Childhood: for Teachers and Parents

Author(s): D. Nelson & W. Liedtke

Publisher: Encyclopaedia Britannica Publications

Date: 1972

Components: hardcover reference book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Curriculum Material
- Prescribed
- Authorized
- Out of Print
- Supplementary *

Description

Mathematical activities are organized under these topics:
- Part I Number: Classifying, Ordering, Cardinal Number, Ordinal Number and Counting;
- Part II Geometry: Shapes, Length.

Concrete tasks are outlined to stimulate students' conceptualizing in mathematics.

TEACHER REFERENCE

SUBJECT AREA(S):

MATH

Series Title

Title Games Children Play for Learning Mathematics

Author(s) J.V. Trivett

Publisher Cuisenaire Date 1974

Components

hardcover text

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book has 19 chapters on mathematical activities for children aged 5-7 years. The activities are adaptable for students in higher grades by compiling features of games or increasing the complexity of the rules or problems posed.

Learners play freely and in games situations to discover mathematical relations and to become skilled in computation. They describe materials orally, classify in sets, compare and measure orally, negotiate, and solve problems.

TEACHER REFERENCE

SUBJECT AREA(S):

MATH

Series Title

Title Mathematical Experiences Primary Division

Author(s) W. Liedtke & D. Nelson

Publisher Encyclopaedia Britannica Publications Ltd. Date 1974

Components hardcover reference book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book intends to help the young child learn mathematics. It is activity-based and well illustrated. These are its chapter titles: Classification, Matching, Ordering and Patterns, Ordinal Number, Operations, Graphing and Maps, Measurement, Geometry, Probability, and Games.

Pupils use materials besides paper and pencil to learn mathematical concepts. They describe and discuss observations orally and in writing, and produce graphs and maps with labels.

TEACHER REFERENCE

SUBJECT AREA(S):

MATH

**Series Title**

**Title** Deal Me In - Use of Playing Cards in Teaching and Learning

**Author(s)** M. Golick

**Publisher** Jeffrey Norton
Publishers, Inc.

**Date**

**Components** book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | |

**Curriculum Material**
Prescribed
Authorized
Out of Print

Supplementary *

**Description**

This book contains ideas for using card games to reinforce mathematical concepts.
Students relate math concepts to the real world. While playing games, they talk to clarify rules and procedures. They also must cooperate.

Basic skills in English are a requirement.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

FINE ARTS

Elementary Fine Arts Curriculum Guide Resource Book K-7, 1985

ONTARIO

MINISTRY OF EDUCATION CURRICULUM RESOURCES

FINE ARTS/MEDIA

Using the Media in ESL/D Programs

TEACHER REFERENCE

SUBJECT AREA(S):

FINE ARTS: ART/DRAMA/MUSIC

Series Title

Title Hands On - A Media Resource Book for Teachers, revised edition

Author(s) A. Taylor, illustrated by M.-L. Gay

Publisher National Film Board of Canada

Date 1980

Components large resource book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | (*) | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized———teacher reference for art and drama Grades 1-7
Out of Print

Supplementary

Description

This resource book provides technical tips, teaching resources, activity ideas, and first-hand accounts on using these media: photography, sound and music, projections, audio and visual, creative drama and video, animation and film.

The activities were meant for children between the ages of 5 and 14; they may be adapted for E.S.L. students.

Students create media productions as part of their studies in art, drama, social studies, science, and especially language arts. They engage in these discourse tasks: storyboarding; framing and scripting; reading process descriptions; composing and illustrating poetry, photostories, books, comics; producing slide-tape shows; reviewing the media; producing filmstories; editing film.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

ART

Kindergarten Curriculum Guide and Resource Book, 1984

Elementary Fine Arts Curriculum Guide Resource Book K-7, 1985

Secondary Art Guide 8-12 Curriculum Guide and Content Resources, 1983

Secondary Art Guide 8-12 Theme Resources, 1982

Secondary Art 8-12 Media Resources, 1983

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

ART

Kindergarten Curriculum Guide and Resource Book, 1984
This guide discusses aesthetic and artistic development and describes activities to foster it.

Elementary Fine Arts Curriculum Guide Resource Book K-7, 1985
The Art Section of the Resource Book contains definitions of terms; sample lesson plans; information about safety and children with special needs, as well as lists of resources.

Secondary Art 8-12 Curriculum Guide and Content Resources, 1983
Learning outcomes are specified for these art areas and media:

- art foundations
- ceramics
- drawing and painting
- graphics
- sculpture
- textiles

concerned with these features:

- imagery
- design
- developments
- criticism
- applications
- vocabulary.

The 'criticism' and 'vocabulary' features are obviously highly involved with understanding and using language well.

Secondary Art Guide 8-12 Theme Resources, 1982
Learning outcomes are specified for these themes:

- circuses, fairs and carnivals
- the figure
- the main street and built environment
- the phantasmagoria
- the sun
- trees.

LOCALLY DEVELOPED CURRICULUM RESOURCES

ART

Coquitlam

Oh, for Art's Sake A Sequential Art Resource Guide for Elementary Teachers, 1981
Shelf # AR00-008
Order # 8

The Art Book, 1981
B.C.T.F. Lesson Aids #8606

Art Ideas K-7, 1980
B.C.T.F. Lesson Aids #8605

ART/WRITING

Richmond

Art and Writing Ideas, 1984
Shelf # EN00-023
Order # 9055

Saanich

Art and Writing Ideas, 1984
Shelf # EN00-023
Order #9055

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ART

**Title** Oh, for Art's Sake A Sequential Art Resource Guide for Elementary Teachers

**Author(s)** Hedy Pothorn *et al.*

**School District #** 43 Coquitlam

**Date** 1981

**Shelf #** AR00-008 **Record # for ordering** 8

**B.C.T.F. Lesson Aids #**

**Components** 3-ring binder

**Pages** 576

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

**Description**

a compendium of art ideas, printed and illustrated by hand

popular with teachers

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ART

Title The Art Book

Author(s) P. Milburn

School District #

Date 1981

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 8606

Components illustrated resource book

Pages 213

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

This resource book contains ideas for art activities, and information. The activities are suitable for Kindergarten through Grade 7.

The book is recommended by the B.C. Art Teachers' Association. It is especially useful for those teachers of art who have no special training in art.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ART

Title Art Ideas K - 7

Author(s) R. Calhoun

School District #

Date 1980

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 8605

Components pages of ideas

Pages 22

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

These pages provide illustrated directions for making a variety of items from masks and candles to bread dough sculptures.

The labels, phrases, sentences, and recipe steps are rather carefully laid out on each page.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ART/ LANGUAGE ARTS: WRITING

Title Art and Writing Classroom Ideas
Art and Writing Classroom Ideas (2nd booklet)

Author(s) K. Grauer & L. Kaser + 200 teachers, K-7

School District # 38 Richmond

Date 1981, 1983

Shelf # EN00-010 Record # for ordering 9013
EN00-020 9014

B.C.T.F. Lesson Aids #

Components two coil-bound booklets

Pages 150 & 57

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

The two booklets include classroom-tested activities on a wide variety of topics.

The time required to work on the activities is specified.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

ART/LANGUAGE ARTS: WRITING

**Title** Art and Writing Ideas

**Author(s)** S. McRae *et al*.

**School District #** 63 Saanich

**Date** 1984

**Shelf #** EN00-023 **Record # for ordering** 9055

**B.C.T.F. Lesson Aids #**

**Components** coil-bound booklet

**Pages** 119

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * K- | * 8 | | | * | * | | * | | |

**Description**

a collection of art and writing ideas for Kindergarten to Grade 8

The contributors have specified the number of sessions required to work on the projects.

ONTARIO

MINISTRY OF EDUCATION CURRICULUM RESOURCES

ART

Using Art Activities in an Integrated ESL/D Program, 1979

ONTARIO

CURRICULUM RESOURCES ART

The Board of Education for the Borough of North York has produced a set of 7 spiral-bound books with these titles:

1. Printmaking
2. Design
3. Aesthetics
4. Fabric and Fibre
5. Sculpture and Ceramics
6. Drawing and Painting
7. Related and Integrated Arts, 1977-9

Printed between 1977 and 1979, each of these books contains a statement of philosophy and evaluation, themes and sample units, sources and resources, and lists of 16 mm films.

Some of the books have glossaries.

While the books are most suitable for teacher reference, students would enjoy going through them as well.

The units are ideal for use with E.S.L. students in the primary and intermediate grades, at beginning or transitional language levels.

With these titles, students discuss art concepts; compare, classify, decide, and evaluate orally; converse over visual arts projects; listen to films; and write explanations.

Students observe and evaluate in several areas of the visual arts, use the vocabulary of the visual arts, develop practical visual arts skills, and find problems and solutions.

MATERIALS SUBJECT AREA(S) ART

Series Title

Title Learn to Draw

Author(s)

Publisher Berol Canada Inc.
Ste. 201 Date
2169 Springer Ave., Burnaby, B.C. V5B 3M7

Components booklet

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate<br>* | Secondary<br>* | Adult | University |

| Language Level | | |
|---|---|---|
| Beginning<br>* | Transitional<br>* | Native-Like<br>* |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students |

| Teacher Background | | |
|---|---|---|
| General<br>* | E.S.L. | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This booklet is designed to inspire students to explore the use of colour and its creative possibilities in a variety of modes and activities

Discourse Tasks

talking about your own expression in art with others

Language Learning Processes

exploring the uses of colour and materials with which to create different effects

MATERIALS SUBJECT AREA(S) ART/LANGUAGE ARTS

Series Title

Title A Scale Full of Fish and Other Turnabouts

Author(s) N. Bossom

Publisher Greenwillow Books, a division of William Morrow & Co., New York, Date 1979

Components hard-cover book of wood block prints

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| * | * | | | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| * | | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The 20 prints illustrate pairs of turnabout expressions: 'a scale full of fish' vs. a 'fish full of scales', 'water in the sink' vs. 'sink in the water'.

Discourse Tasks

reading/savouring illustrated 'turnabouts'

Language Learning Processes

using artwork to illustrate meanings and as a stimulus to play with phrases

TEACHER REFERENCE

SUBJECT AREA(S):

art

Series Title

Title: Artbasics+ (Teacher's Sourcebook)
Artbasics+ (Student Sourcebook)

Author(s): A. Peterson; J.A. Greenshields

Publisher: Gilbert Associates

Date: 1978

Components: 2 sourcebooks

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| (*) | * | (*) | | | * | | * | | *ART |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

Artbasics+ is a well-illustrated book reviewing the fundamental principles of graphic expression while developing students' intuitive modes of visual expression. It intends to develop skill in using various tools and materials in art.

TEACHER REFERENCE

SUBJECT AREA(S):
ART

**Series Title**

**Title** Discovering Canadian Art Learning the Language

**Author(s)** B. Bennett & C. P. Hall

**Publisher** Prentice-Hall Canada **Date** 1984

**Components** softcover text for use in schools

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | | | * art |

**Curriculum Material**
Prescribed
Authorized
Out of Print

Supplementary *

**Description**

The text has five sections, a glossary and an index; the pages are glossy and lavishly illustrated.

Section 3 treats of the language of art--line, shape and volume, colour, and value.

TEACHER REFERENCE

SUBJECT AREA(S):

ART

Series Title

Title
Draw! A Visual Approach to Thinking, Learning and Communicating

Author(s)
K. Hanks and L. Belliston

Publisher
William Kaufmann Inc., Los Altos CA 94022

Date
1977

Components
book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | * | * | * | | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book is a guide to the methods, tools, and techniques for using the process of drawing to aid thinking, learning, and communicating.

The guide is recommended for the non-drawer. E.S.L. students could use the techniques to reduce their frustration at their lack of facility in English.

Samples of drawings are included to illustrate rapid visualization, ideation, notation (drawing to understand concepts and recall what we have learned), and communication with others.

TEACHER REFERENCE

SUBJECT AREA(S):

ART

Series Title

Title Learning through Art

Author(s) J.H. Campbell, M.P. King, & M. Robson

Publisher Teaching Resources Corp. Date 1975

Components instructor's guide, spiral-bound

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be- gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | * special education |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This is an art activities book for children with special needs. An introduction is followed by 100 activities for perceptual-motor exercises, paper crafts, 3-D pictures and crafts, yarn crafts and seasons.

The activities have been used with children aged from 5 to 16 years.

Students experiment with line, form, colour and texture; they use art projects to build association cognitive skills, sequencing and time concepts, measuring and number concepts. Art is the means used to improve visual perception of form, size, figure constancy, figure-ground, parts-to-whole relationships, and spatial relationships.

TEACHER REFERENCE

SUBJECT AREA(S):

ART / SOCIAL STUDIES

Series Title

Title Art from Many Hands: Multicultural Art Projects for Home and School

Author(s) J.M. Schuman

Publisher Prentice-Hall Date 1981

Components resourcebook for teachers or parents

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized teacher reference for art, Grades 1-7
Out of Print

Supplementary

Description

This resourcebook has chapters on a method for teaching multicultural art projects and the arts of West Africa, the Middle East, Europe, Asia, the Americas and the Caribbean. It is illustrated with photos and drawings.

Step-by-step instructions are provided for the projects.

E.S.L. students would particularly benefit from discussing the art of many cultures, the historical background of the cultures and other sidelights.

TEACHER REFERENCE

SUBJECT AREA(S):
ART/ SOCIAL STUDIES

Series Title

Title: Art Lessons from around the World 200 Classroom Activities from Different Cultures

Author(s): A. Escobar

Publisher: Parker Publishing Co. Inc., West Nyack, New York
Date: 1982

Components: softcover reference book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * with discretion | | | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

The book has 9 chapters of activity lessons on Early American and North American Indian-style crafts, Latin art, European ideas, African culture projects, Oriental and Ancient Egyptian crafts, global costumed figures, and architecture from different cultures.
Lessons are clearly described; illustrations clarify.

This book is an excellent reference to have E.S.L. students learn about other cultures in a concrete way via their arts, crafts, and architecture.

Students could discuss heritage, traditions and customs; practise following oral and written directions; and listen to explanations.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

MUSIC

Elementary Fine Arts Curriculum Guide Resource Book K-7, 1985

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

MUSIC/ENGLISH: LISTENING

Title Great Songs for the English Classroom
(Exercises in Close Listening and Analysis)

Author(s) R.S. Thomson

School District #

Date 1981

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 1041

Components book on the teaching of 34 popular songs

Pages 50

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | | | *ENGLISH |

Description

This teacher's resource book has five chapter themes:

conflict,
love,
loneliness and alienation,
irony and symbolism, and
happiness and joy.

It has detailed teaching instructions and suggested activities and further reading.
Some songs are suitable for Grade 5 students; most are best used with secondary students.
Students listen closely to lyrics; and analyze and discuss themes, allusions, and word meanings.
They predict missing words from the skeleton song lyrics, listen independently, master language patterns and relate songs to themselves.
E.S.L. students would require more background information on the culture behind the songs. For them, fewer words should be left out in the cloze versions.

TEACHER REFERENCE

SUBJECT AREA(S):

MUSIC

Series Title

**Title** MusicPlay: Learning Activities for Young Children

**Author(s)** L. Burton & W. Hughes

**Publisher** Addison-Wesley **Date** 1979

**Components** spiral bound resource book for teachers and parents
recordings

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

suitable for pre-primary to Grade 2

Curriculum Material

Prescribed teacher reference for music, Grades 1-2
Authorized
Out of Print

Supplementary

Description

The resource book contains 144 music activities and games for young children as individuals and groups, and supplementary activities. Activities are illustrated with photographs of children. Music is provided.

Via the activities, children investigate music concepts: the four basic characteristics of sound and the patterns of sound that result from combining the basics of pitch, duration, loudness and timbre in different ways.

Children may sing the lyrics for 100 songs, describe sounds and patterns of sounds, and discuss similarities and differences.

TEACHER REFERENCE

SUBJECT AREA(S):
MUSIC

**Series Title**

**Title** Music for Fun, Music for Learning, 3rd edition

**Author(s)** L. Birkenshaw

**Publisher** Holt, Rinehart & Winston **Date** 1982

**Components** hardcover book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | (*) | | * | * | * | | | *MUSIC |

**Curriculum Material**

Prescribed teacher reference for music, elementary grades
Authorized
Out of Print

Supplementary

**Description**

This is a well illustrated music reference for teachers. Its format is readable. An introduction is followed by 8 chapters including music, on relaxation, movement, listening, singing, songs, speech and poetry and creativity. Developmental skills such as spatial relationships and language development are identified with glosses.

Other chapters treat of notation, related learning, special learning for special children (not E.S.L.), instruments, sample lesson plans, records and booklists. A glossary and index are included.

With this program, students refine auditory perception, become more fluent in speech and more rhythmic, understand musical elements such as beat, rhythm pattern, accent, meter, melody, harmony, dynamics, form, notation, and so on .....

TEACHER REFERENCE

SUBJECT AREA(S):

MUSIC

Series Title

Title The Music Language, Part Two From Song to Masterwork

Author(s) M.H. Richards

Publisher Richards Institute of Music Education and Research, Portola Valley, CA

Date 1974

Components Softcover teacher's book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | (*) | | | * | | | | * |

Curriculum Material
- Prescribed
- Authorized
- Out of Print

- Supplementary *

Description

The book's five sections each move from songs and experience games to masterworks.

E.S.L. teachers would need a background in music to use this reference.

E.S.L. students could learn the rhythms of English as they move to the music, sing, listen to the music, and map its flow.

TEACHER REFERENCE

SUBJECT AREA(S):

MUSIC

Series Title

Title The Music Language, Part One

Author(s) M.H. Richards

Publisher Richards Institute of Music Education and Research, Portola Valley, CA

Date 1973

Components softcover teacher's book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This book provides a body of songs and experience games with many variations which illustrate the rhythmic, melodic or structural characteristics of English.

Teachers will need to get through the philosophy and technical language.

E.S.L. students could learn the rhythms and tunes of English via these songs and games.

MATERIALS SUBJECT AREA(S) MUSIC

Series Title

Title The Oxford Music Picture Word Book

Author(s) S. Williams

Publisher Oxford University Press Date 1984

Components dictionary

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>★ | Intermediate | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning<br>★ | Transitional<br>★ | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>★ | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General<br>★ | E.S.L. | Specialized | | | |
| Modes | | | | | |
| Integrated<br>★ | Visual<br>★ | Listening | Speaking | Reading<br>★ | Writing<br>★ |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This pictorial musical dictionary is illustrated in colour throughout.

Discourse Tasks

identifying and writing musical names and sounds met by the children at home and at school
reading descriptive phrases and definitions

Language Learning Processes

This dictionary is designed for 5-8 year olds; it would be an excellent medium for helping E.S.L. students form concepts.

MATERIALS SUBJECT AREA(S) MUSIC/LANGUAGE ARTS: E.S.L.

Series Title

Title: Jazz Chants for Children Rhythms of American English through Chants, Songs and Poems

Author(s): C. Graham

Publisher: Oxford University Press Date 1979

Components:
student book
hour-long accompanying tape by the author and a choral speaking group
teacher's guide

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary ★ | Intermediate ★ | Secondary | Adult | University | |
| Language Level | | | | | |
| Beginning ★ | Transitional ★ | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. ★ | Special Students | | | |
| Teacher Background | | | | | |
| General ★ | E.S.L. ★ | Specialized | | | |
| Modes | | | | | |
| Integrated ★ | Visual ★ + movement | Listening ★ | Speaking ★ | Reading ★ | Writing some |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

41 units illustrated with 2-colour art. Each unit consists of a chant, song, or poem that teaches a basic language structure, and a picture activity that is related to the situation and structure. The teacher's guide explains the technique and gives suggestions for each activity and enrichment.

Discourse Tasks

oral: chanting rhythms, singing lyrics, reciting poems
reading the chants on large chart paper

Language Learning Processes

Jazz Chants may be used with children in Grades 1-7, but it is best suited for the primary grades.
Chanting and moving help children recall longer stretches of language.
Performing with the whole group, in small groups, and in partners helps children internalize correct language patterns, rhythms, and intonation.
The puzzles, mazes, and games help recall also.

MATERIALS SUBJECT AREA(S) MUSIC/LANGUAGE ARTS: E.S.L.

Series Title

Title Jazz Chants: Rhythms of American English for Students of English as a Second Language

Author(s) C. Graham

Publisher Oxford University Press Date 1978

Components book
cassette

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * + movemen | * | * | | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

a collection of chants and poems that sets everyday English to jazz rhythms

Discourse Tasks

chanting English to practise intonation patterns of English

Language Learning Processes

reinforcing language structures with rhythmic chanting and body gestures

MATERIALS SUBJECT AREA(S) MUSIC /ENGLISH: E.S.L.

Series Title

Title The Carolyn Graham Turn of the Century Songbook

Author(s) C. Graham

Publisher Oxford University Press
distributed by Dominie Press

Date

Components book
cassette

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary<br>* | Intermediate<br>* | Secondary<br>* | Adult | University | |
| Language Level | | | | | |
| Beginning<br>* | | Transitional<br>* | | Native-Like<br>* | |
| Original Audience | | | | | |
| Regular Students | | E.S.L.<br>* | | Special Students | |
| Teacher Background | | | | | |
| General<br>* | | E.S.L. | | Specialized | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* + movement | Listening<br>* | Speaking<br>* | Reading | Writing |
| Curriculum Material | | | | | |
| Prescribed | | Authorized | | Out of Print | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

20 well-known, turn-of-the century songs with new lyrics to promote fluency and accuracy in spoken English

Discourse Tasks

singing
speaking
improvising with partners

Language Learning Processes

working cooperatively with another person
relating songs to historical background
developing imagination and creativity through improvisation

MATERIALS SUBJECT AREA(S) MUSIC/LANGUAGE ARTS/ENGLISH: E.S.L.

Series Title

Title English: Sing It! A Structured Presentation of Spoken English through the Use of Songs

Author(s) M. Grenough

Publisher McGraw-Hill Date 1976

Components
student edition
teacher's edition
2 cassettes

| Grade Level | | | | |
|---|---|---|---|---|
| Primary<br>* | Intermediate<br>* | Secondary<br>* | Adult<br>* | University |

| Language Level | | |
|---|---|---|
| Beginning<br>* | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L.<br>* | Special Students |

| Teacher Background | | |
|---|---|---|
| General | E.S.L.<br>* | Specialized |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

a collection of 39 songs chosen for appeal and illustrative grammatical elements The songs are graded in progression structurally. The teacher's edition contains specific suggestions for presenting and building on each song; it includes an index of grammatical structures.

Discourse Tasks

reading about the background of the song
listening to the songs as a group or independently
singing, discussing, creating song games

Language Learning Processes

classifying songs according to type
relating music to social/historical situations

MATERIALS SUBJECT AREA(S) MUSIC/ENGLISH: E.S.L.

Series Title

Title If You Feel Like Singing American Folksongs and Accompanying Activities for Students of English

Author(s) J. McConochie and A.H. Osman

Publisher Longman Inc. Date 1979

Components book
cassette

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| * | * | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| * | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * some |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

28 songs each prefaced by a reading passage on the origin and cultural significance of the song, glossary of words and expressions, words, music, and activities

Discourse Tasks

reading background, listening to lyrics, singing, discussing, writing tall tales using similes

Language Learning Processes

relating historical background and cultural significance
appreciating music in a cultural framework
learning idioms in context
learning via dictation from the cassette

MATERIALS SUBJECT AREA(S) MUSIC /ENGLISH: E.S.L.

Series Title

Title Seasons and People and Other Songs

Author(s) R. Kingsbury & P. O'Shea

Publisher Oxford University Press Date before 1982

Components
songbook
cassette
songbook pack

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  |  | * | * |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
|  | * |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
|  | * | * music |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

12 songs in a variety of styles of modern music from reggae and folk to ballads and rock recorded professionally

Discourse Tasks

listening to and singing lyrics
comparing modern music styles cross-culturally

Language Learning Processes

The illustrated Songbook includes the melody and words of each song. The activity material provides practice in the vocabulary and structures which are very basic so that the adolescent and adult students can access the information. The key at the back of the Songbook for the activities makes this a useful self-study book.

MATERIALS SUBJECT AREA(S) MUSIC/ENGLISH: E.S.L.

Series Title

Title Tune In to English Learning English through Familiar Melodies

Author(s) U. Kind

Publisher Regents Publishing Date 1980

Components book
2 cassettes

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate</td><td>Secondary<br>*</td><td>Adult<br>*</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning *</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General</td><td colspan="2">E.S.L.<br>*</td><td colspan="2">Specialized</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual</td><td>Listening<br>*</td><td>Speaking<br>*</td><td>Reading<br>* some</td><td>Writing<br>*</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

20 songs based on familiar melodies. Each song is preceded by a brief introduction describing the situation on which the new lyrics are based. Each song teaches a particular language function such as asking for directions or making a purchase. Vocabulary and structures are reviewed in a variety of activities.

Discourse Tasks

singing dialogue and narrative songs
reading lyrics
listening to explanations/ songs
writing up exercises

playing games
discussing

Language Learning Processes

reviewing idiomatic expressions
naturally transferring inflections and pronunciation from singing to speaking (which the author dubs the 'audio-singual' method)
practising the vocabulary and structures orally and in writing
using the answer key for self-evaluation

BRITISH COLUMBIA
MINISTRY OF EDUCATION CURRICULUM RESOURCES
DRAMA

Elementary Fine Arts Curriculum Guide Resource Book K-7, 1985
Prologue: Drama 8 A Secondary Guide and Resource Book, 1977
Encore: Drama 9 A Secondary Guide and Resource Book for Teachers, 1979
On Stage: Drama 10 A Secondary Guide and Resource Book for Teachers, 1979
Performance One Acting 11 Curriculum Guide and Resource Book, 1982
Performance Two Acting 12 Curriculum Guide and Resource Book, 1983
Directing and Scriptwriting 12 Curriculum Guide/Resource Book, 1984
Stagecraft 11/12 A Guide/Resource Book for Teachers, 1984
Secondary Guide English 8-12 (Revised 1978), 1979

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

DRAMA

*Elementary Fine Arts Curriculum Guide Resource Book K-7*, 1985
The Drama Section of the Resource Book contains definitions of terms; sample lesson plans; information about safety and children with special needs, as well as lists of resources.

*Prologue: Drama 8* *A Secondary Guide and Resource Book*, 1977

*Encore: Drama 9* *A Secondary Guide and Resource Book for Teachers*, 1979

*On Stage: Drama 10* *A Secondary Guide and Resource Book for Teachers*, 1979
The format for each of the three books is consistent: a guide book section on the prescribed drama program and texts is followed by lesson ideas and samples, evaluation, resources and an appendix of goals and learning outcomes.

The drama program is developmental with the students building upon the skills they have developed in previous years:

| | |
|---|---|
| Prologue: Drama 8: | concentrating<br>observing and sense awareness<br>imagining<br>miming |
| Encore: Drama 9: | the above + using the voice expressively + using theatre terminology |
| On Stage: Drama 10: | the above<br>+ practising speech exercises<br>+ developing a knowledgeable background of the theatre |

The discourse tasks required in each program become more demanding:

| | |
|---|---|
| Drama 8: | small talk: introductions<br>telling about selves<br>discussing fairy tales<br>listening to instructions<br>improvising |
| Drama 9: | listening to instructions<br>storytelling<br>improvising<br>role-playing<br>orally presenting poetry and prose<br>analyzing and discussing others' mimes, improvisations, and scenes<br>doing scenework<br>listening to and discussing plays, films, TV programs orally and in writing |

Continued.....

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

DRAMA

| | |
|---|---|
| Drama 10: | listening to instructions<br>storytelling<br>improvising<br>doing scenework<br>playmaking<br>interpreting poetry and prose aloud<br>discussing, sharing, and exchanging ideas<br>reaching a consensus<br>commenting on the dramatic qualities of plays, films, and TV programs orally and in writing |

To participate in the secondary school drama program, E.S.L. students may require this background or adaptations.

| | |
|---|---|
| Drama 8: | tasks and ideas could be adapted for E.S.L. students, and the course could even provide an ideal situation for for them to practise English oral skills |
| Drama 9: | a drama prerequisite is not required but E.S.L. students would need to be at transitional language level in English |
| Drama 10: | previous experience in theatre and creative drama is desirable; E.S.L. students should be fluent in English with a near native-like command of the language |

### Performance One and Two (Acting 11 and 12), Directing and Scriptwriting 12

The three courses in drama are designed for advanced students with extensive theatrical or theatrical performance experience. E.S.L. students may or may not have the experience or the advanced language competence to participate in these courses.

### Stagecraft 11/12 A Guide/Resource Book for Teachers, 1984

This course could be taken by some E.S.L. students who have some background in stage lighting (electricity), woodworking (stagecraft and design), art, and/or costuming (design, sewing).

LOCALLY DEVELOPED CURRICULUM RESOURCES DRAMA

Vancouver

Resource Booklet for Elementary Drama 1, 1975
Resource Booklet for Elementary Drama 2, 1979
Shelf #'s DR00-004, DR00-005
Order #'s 54, 55

Vancouver

Speech and Drama: Language and Learning across the Curriculum, 1978
Shelf # DR00-003
Order # 53

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

DRAMA

| | | | |
|---|---|---|---|
| Title | Resource Booklet for Elementary Drama 1<br>Resource Booklet for Elementary Drama 2 | | |
| Author(s) | Education Services Group | | |
| School District # | 39 Vancouver | | |
| Date | 1975, 1979 | | |
| Shelf # | DR00-004<br>DR00-005 | Record # for ordering | 54<br>55 |
| B.C.T.F. Lesson Aids # | | | |
| Components | softcover booklets | | |
| Pages | 76 and 48 | | |

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

Booklet 1: The rationale is followed by sample lessons in these categories: warm-ups, simulations, mime, improvisation, playmaking, feeling good about ourselves, imagination, movement and sound. Each lesson states the theme, objective, level, materials, procedure and variations. Integrations with other parts of the curriculum are suggested.

The lessons are adaptable for E.S.L. students, K- 7. Students practise concentration, spontaneity, and fluency.

Booklet 2: Section I consists of more drama activities--warm-ups, movement, role-playing.

Section II begins with a preamble and finishes with two drama units 'Dialogue' and 'Doors'.

Again, the lessons are suitable for E.S.L. students: the 'Dialogue' unit was designed with E.S.L. students in mind.

Students engage in dramatic activities related to a topic such as dragons and across several subject areas.

DRAMA/ENGLISH: SPEECH

Title: Speech and Drama: Language and Learning across the Curriculum

Author(s): Project Team

School District #: 39 Vancouver

Date: 1978

Shelf #: DR00-003 Record # for ordering: 53

B.C.T.F. Lesson Aids #:

Components: Report 4 booklet

Pages: 24

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | | * | | |

Description

This report gives suggestions for integrating drama into various aspects of the curriculum; it includes photos of children participating in dramatic activities and an annotated reference list.

ONTARIO

MINISTRY OF EDUCATION CURRICULUM DOCUMENTS

DRAMA

Drama in the Formative Years, 1984

This 61-page curriculum document discusses topics involving drama in education: goals, activities, management, aids, child play, drama and movement, drama and language, drama and reading, drama and writing, drama and integrated learning, audiences, and evaluation. A bibliography is included in annotated form. Examples of dramatic activities are boxed in green ink for easier reference.

The discourse tasks highlighted include role-playing, improvising, problem-solving through drama, play-making, storytelling, reading scripts and choral pieces aloud, and writing.

The document emphasizes the use of the imagination to solve problems, the value of reflection, and learning to work cooperatively.

MATERIALS SUBJECT AREA(S) DRAMA/ENGLISH: CONVERSATION

**Series Title**

**Title** Pinch and Ouch: English through Drama

**Author(s)** Y. Nomura

**Publisher** Lingual House **Date** 1982

**Components** text, cassette, acting games supplementary text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | * theatre |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * movement | * | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

The text is organized into 16 units with the format being consistent for each unit with a lesson dialogue, variations, situations, practice suggestions, language games and improvisations. Each section is charted in a consistent way and illustrated with drawings. The acting games text gives 24 expanded activities fo use with small groups.

**Discourse Tasks**

reading and performing dialogues, dialogue variations, and dialogues readapted to new situations; playing oral language games; improvising

**Language Learning Processes**

As the activities are based on principles of acting development, E.S.L. students concentrate, imagine, and build confidence in using English. The activities progress from the students' own input. So the students can work at a variety of levels, and enjoy using language as they learn it. The language games expand vocabulary and expressions related to the lesson theme.

MATERIALS SUBJECT AREA(S) DRAMA/ENGLISH: CONVERSATION

Series Title

Title Skits in English, new edition

Author(s) M.E. Hines

Publisher Regents Date 1980

Components text
4 cassettes

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like<br>* | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* + movement | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

## LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

30 amusing skits are followed by questions and suggestions for improvisation. The skits involve 4-8 players and cover a wide variety of situations and speech functions. The skits were originally designed for adult beginners, but have since been used successfully with E.S.L. students at the Grade 8 level (transitional and advanced in English language competency).

Discourse Tasks

role-playing, improvising; answering questions in a short version (to practise the usual spoken response) and a long version (to practise structures); discussing cultural information which arises from the skits

Language Learning Processes

practising speech which is suitable for a role, a situation, and a purpose
working through skits based on conflict and unpredictability
trying out strategies and structures in new exchanges

MATERIALS SUBJECT AREA(S) DRAMA/ENGLISH

Series Title

Title Talking behind Masks Socio-Dramas for the ESL Classroom

Author(s) B. Grout

Publisher The Alemany Press Date 1983

Components student text
teacher's edition

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | * | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | * | |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | | * | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

20 socio-drama lessons. The teacher's edition uses this format: warm-up questions, dictionary practice, presentation of the socio-drama, follow-up questions, student enactments and follow-up activities.

Discourse Tasks

answering comprehension questions orally
listening to anecdotes
enacting socio-dramas
completing cloze exercises
analyzing character
talking in pairs to create dialogue
discussing and solving problems
retelling the story

Language Learning Processes

Note: earlier sociodramas are easier in terms of vocabulary and conceptual difficulty than later ones.

dictionary work
taking notes
using awareness of social and linguistic context to predict (cloze tasks)
solving problems individually and in pairs and in groups

MATERIALS SUBJECT AREA(S) DRAMA /ENGLISH

Series Title

Title Visitor from Another Planet and Other Plays

Author(s) G.P. McCallum

Publisher Oxford University Press, New York Date about 1982

Components book with notes to the teacher

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate * | Secondary * | Adult | University | |
| Language Level | | | | | |
| Beginning * | Transitional * | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L. * | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. * | Specialized | | | |
| Modes | | | | | |
| Integrated * | Visual | Listening * | Speaking * | Reading * | Writing * |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

a collection of 10 plays for E.S.L. students between the ages of 8-12
Each play features ten or more characters so that the whole class can participate. Each play is preceded by a story which introduces the cast of characters and summarizes the plot.

Discourse Tasks

reading plays which have simple and imaginative storylines
reading the stories
writing up assignments

Language Learning Processes

learning vocabulary and structures embedded in dialogues
reinforcing learning during staging of the plays and via in-class and homework assignments

MATERIALS SUBJECT AREA(S) DRAMA/SOCIAL STUDIES

Series Title

Title Drama for Canada

Author(s) L. O'Farrell & L. MacKay

Publisher Academic Press Canada Date 1980

Components resource book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | * | * | | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | * |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | *history/literature |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is a collection of Canadian resource materials edited for dramatic interpretation. This book describes activities for use in improvisation so that students' knowledge of Canadian history, literature, arts, and social science is increased.

Discourse Tasks

improvising from text
dramatizing from authentic sources

Language Learning Processes

using the dramatic process to become more aware of Canadian events and people

TEACHER REFERENCE

SUBJECT AREA(S):

DRAMA

**Series Title**

**Title** Drama Guidelines

**Author(s)** C. O'Neill, A. Lambert, R. Linnell, J. Warr-Wood

**Publisher** Heinemann Educational Books **Date** 1976

**Components** reference book for teachers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | * | * | | * drama |

**Curriculum Material**

Prescribed
Authorized teacher reference for Drama, Grades 4-7
Out of Print

Supplementary

**Description**

Introductory sections discuss the aims of drama teaching, its implementation, and the function of the teacher. Sixteen sample lessons with teaching strategies and methodologies are set out like film scripts.

Drama is used to facilitate and deepen the whole learning process and to have individuals arrive at a personal understanding.

Students improvise spontaneously and prepared, play roles, tell stories, and make plays.

TEACHER REFERENCE

SUBJECT AREA(S):

DRAMA/SOCIAL STUDIES/ENGLISH LITERATURE

Series Title

Title Offstage Elementary Education through Drama

Author(s) C. Tarlington and P. Verriour

Publisher Oxford University Press

Date 1983

Components teacher's resource book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | | * | | * | | |

Curriculum Material
Prescribed
Authorized teacher reference for Drama, Grades 4-7
Out of Print

Supplementary

Description

This book provides a rationale for drama in education; lesson plans; three scripted plays; and a list of references and resource books.

The lessons have been used with E.S.L. students.

Activities include improvising, using the newspaper, choral reading, creating ads, creating multi-media productions, and role drama.

Drama is used to build students' confidence, understanding, and performance skills. Role drama for understanding in social studies and literature is featured.

TEACHER REFERENCE

SUBJECT AREA(S):

DRAMA + other areas, notably HISTORY

Series Title

Title Drama Structures A Practical Handbook for Teachers

Author(s) C. O'Neill & A. Lambert

Publisher Hutchinson & Co. Date 1982

Components hardcover or softcover reference book for teachers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | * drama |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary

Description

The book provides a simple theoretical framework for drama teaching, key strategies, 15 developing lesson themes which involve pupils in a whole range of drama and learning activities. Notes on practical teaching problems and possible developments are given on facing pages.

The reference is for non-specialists and drama teachers. For each lesson, the background and the ability level of the original class members are described, and the time needed for the lesson.

The lessons use drama strategies to work with themes from history and to illuminate several areas of the curriculum.

Students are provided a facilitating atmosphere for many kinds of language use. They play roles; discuss ideas; solve problems; compare, interpret and judge; describe experiences; reason logically and persuasively; plan and predict.

TEACHER REFERENCE** SUBJECT AREA(S):

DRAMA/ENGLISH

Series Title

Title Dramakit

Author(s) J. Seely

Publisher Oxford University Press Date 1977

Components resourcebook with holes punched for a 4-ring binder

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | | * |

designed for use with 10-15 year-olds

Curriculum Material

Prescribed
Authorized for teacher reference**for English 8-10 (Listening & Speaking)
Out of Print

Supplementary

**NOTE: English teachers are advised not to use this package as the basis for the Secondary Drama program as other resources are available and recommended for that program.

Description

The resource has 6 sections: a dramakit for the teacher, scenemakers, predicaments, group work, playkits, themes.

It provides information on planning, selecting material, organizing lessons; sample introductory games and exercises. The layout is very readable.

Dramakit illustrates learning via drama throughout the curriculum.

Students improvise; solve problems in pairs; read and take off from snippets (short scripts); listen to happenings; write up character studies and first-hand impressions; try scriptwriting; perform various discourse tasks with extracts from plays, novels, and full length prose works; discuss and work through issues; perform plays.

TEACHER REFERENCE

SUBJECT AREA(S):

DRAMA/ENGLISH

Series Title

Title Drama in Language Teaching

Author(s) S. Holden

Publisher Longman Group Date 1981

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be- gin. | Transitional | Native- like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | * |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary

Description

Part one of the format provides the theory of the relationship between drama and language learning.

Part two contains the practical aspects with activities adaptable for specific teaching situations, materials for cueing, and a bibliography.

The books illustrates the use of dramatic activities to support and enrich language learning. It is of value to the teacher experienced or inexperienced in drama.

Students observe and model appropriate non-verbal behaviour; they engage in role-playing, improvising, reading texts and dialogues, and discussing performance.

TEACHER REFERENCE

SUBJECT AREA(S):

DRAMA/ENGLISH

Series Title

Title — Drama Techniques in Language Learning
A Resource Book of Communication Activities for Language Teachers
new edition

Author(s) — A. Maley & A. Duff

Publisher — Cambridge University Press

Date — 1982

Components — hardcover or paperback resource book for teachers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | * | * | * | | * | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary

Description

This resource book is a greatly expanded edition of imaginative approaches to language learning; detailed cross references between activities are provided. Chapters focus on introductory exercises; observation; interpretation; creation and invention; word-play; problem-solving; the use of literary texts, poems and songs. The bibliography lists 11 references on drama and related areas for the teaching of foreign languages. Some line drawings are used.

E.S.L. students are motivated to use appropriate language structures partially because the activities are founded on situations where shared knowledge is the norm. They are prompted to express genuine feelings and opinions, and to build language fluency.

Activities are starred to indicate the minimum level of language performance required (elementary, intermediate or advanced).

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES PHYSICAL EDUCATION

Coquitlam

Daily Physical Education Ideas, 1983
B.C.T.F. Lesson Aids # 9832

PHYSICAL EDUCATION/SOCIAL STUDIES/ART/LANGUAGE ARTS/E.S.L.

Children's Games! A Unit on Games of Other Cultures
B.C.T.F. Lesson Aids #9203

PHYSICAL EDUCATION/ENGLISH: E.S.L.

Vancouver

ESL through P.E., 1982

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

PHYSICAL EDUCATION

Title Daily Physical Education Ideas

Author(s)

School District # Coquitlam

Date 1983

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 9832

Components booklet

Pages 24

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | * |

Description

This lesson aid provides ideas on fitness games, running variations and fitness feedback. It provides excellent diagrams and tables, and has a clear format.

The visuals and observation of others' movements make this a feasible approach for E.S.L. students.

As well as participating in the fitness component, E.S.L. students would listen to and read instructions accompanied by diagrams, describe activities, and compare their performance verbally.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

PHYSICAL EDUCATION/SOCIAL STUDIES/ART

LANGUAGE ARTS/E.S.L.

**Title** Children's Games! A Unit on Games of Other Cultures

**Author(s)** H. Harris

**School District #**

**Date** 1981

**Shelf #** **Record # for ordering**

**B.C.T.F. Lesson Aids #** 9203

**Components** booklet

**Pages** 18

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

**Description**

This aid is a unit of activity games for social studies, art, physical education, language arts, and E.S.L.. It lists sources of folk games.

Seven suggested activities are given for E.S.L. students: students sequence the steps of games based on the rules, orally and then with written cards; they recall the steps of a game from their home country; they compare/contrast games orally; they identify a mystery game via question and answer; they indicate on a map games which derive from around the world; they relate the background culture of the game to other cultures.

Other games activities may be adapted for E.S.L. students as well.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S);

PHYSICAL EDUCATION/ENGLISH: E.S.L.

**Title** ESL through P.E.

**Author(s)**

**School District #** 39 Vancouver

**Date** 1982

**Shelf #**

**Record # for ordering**

**B.C.T.F. Lesson Aids #**

**Components** booklet

**Pages** 80

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | * | | | * | |

**Description**

This booklet provides sample lesson plans and ideas for introducing E.S.L. students to the physical education program.

The E.S.L. students would need basic skills in English.

In the lessons, students relate language and physical development, and they develop an awareness of sound physical development. They participate in these discourse tasks. answering questions, explaining, and describing orally; making comparison charts; and writing paragraphs.

TEACHER REFERENCE

SUBJECT AREA(S):
PHYSICAL EDUCATION

**Series Title**

**Title** Creative Dance in the First Three Grades

**Author(s)** J. Boorman

**Publisher** Longman **Date** 1969
reprinted by Academic Press

**Components** teacher's book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

**Curriculum Material**

Prescribed for the primary grades
Authorized
Out of Print : yes, but now reprinted

Supplementary

**Description**

This is a practical book, full of sample lesson plans and guidelines for lesson planning in creative dance.

If E.S.L. teachers model movements along with words, the approach is a viable one for E.S.L. students.

Students use dance actions to reinforce verb concepts, body parts, shapes, and spatial relationships. They listen to instructions and requests to discover movement possibilities.

TEACHER REFERENCE

SUBJECT AREA(S):
PHYSICAL EDUCATION/DRAMA/LANGUAGE ARTS

Series Title

Title Dance and Language Experiences with Children

Author(s) J. Boorman

Publisher Longman Date 1973
reprinted by Academic Press

Components book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print: yes, but now reprinted

Supplementary

Description

This book describes an approach whereby students interpret oral and written rhythmic language via movement and creative dance.

The book provides a detailed description of a series of lessons in which jingles, nursery rhymes, and poetry are explored through movement experiences.

E.S.L. students would need some familiarity with the culture embedded in the literary selections.

But, generally, using movement experiences with E.S.L. students is a motivating and effective strategy. At the receptive stages of language learning, movement can help them internalize and display understanding. At more advanced levels of development, movement can be used to extend the meanings of words.

TEACHER REFERENCE

SUBJECT AREA(S):

PHYSICAL EDUCATION

**Series Title**

**Title** Basic Physical Education Grades 1 - 3:
A Program for the Classroom Teacher

**Author(s)** The New Brunswick Department of Education

**Publisher** Heath **Date** 1979

**Components** kit:teacher's manual
316 cards, 13 x 21 cm, illustrated

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

**Curriculum Material**
Prescribed
Authorized
Out of Print

Supplementary *

**Description**

This kit contains cards sequentially arranged under these headings: introductory activities, beginning skills, advanced skills, creative movement, rhythm and dance, fitness activities, simple games. The lesson format is provided in the teacher's manual and suggestions are given for correlation with other subject areas.

Students follow instructions as they develop basic movement skills and fitness habits: they internalize the idea of sequence and demonstrate understanding of spatial concepts and actions. They learn and discuss rules in a games setting.

TEACHER REFERENCE

SUBJECT AREA(S):

PHYSICAL EDUCATION

Series Title

Title: Basic Physical Education Grades 4 - 6:
A Program for the Classroom Teacher

Author(s): D. Wisdom and P. Campbell

Publisher: Heath Canada

Date: 1980

Components: Kit:
teacher's guide
641 lesson cards

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This kit provides a physical education supplemental program for non-specialists. It includes 180 lessons for each grade so that a daily lesson is feasible. The cards are arranged under these headings:
fitness, gymnastics, dance, games, lead-up games.

Lesson format is noted. One appendix lists a glossary of terms for teacher reference.

TEACHER REFERENCE

SUBJECT AREA(S):

PHYSICAL EDUCATION/HEALTH/LANGUAGE ARTS/
SCIENCE/SOCIAL STUDIES/ART/MATH/MUSIC

Series Title

Title The Olympics: An Educational Opportunity. Enrichment Units K - 6

Author(s) United States Olympic Committee, Colorado

Publisher

Date 1983

Components softcover book

B.C.T.F. Lesson Aids #9834

Pages 157

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | | * | | * | | |

Curriculum Material
- Prescribed
- Authorized
- Out of Print

- Supplementary *

Description

This resource book describes 35 units for use from Kindergarten to Grade 6. Objectives are followed by activities and references. The units integrate learning in health, physical education, language arts, science, social studies, art, math and music. The units have fascinating topics.

The simplified visuals and high interest level make these units accessible to E.S.L. students. As well, exploring themes across a wide range of subject areas provides for repetition and reinforces learning.

TEACHER REFERENCE

SUBJECT AREA(S):
PHYSICAL EDUCATION/SOCIAL STUDIES/MATH/
ART/LANGUAGE ARTS/SCIENCE/MUSIC

Series Title

Title The Olympics: An Educational Opportunity
Enrichment Units, 7-9

Author(s) United States Olympic Committee, Colorado

Publisher Date 1983

Components softcover book

B.C.T.F. Lesson Aids #9833

Pages 130

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | *<br>7-9 | | | * | * | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This book includes 18 units slated for Grade 7-8, 7-9, and 8-9 regular students. The units integrate learning in various subject areas: objectives are followed by activities and references. An appendix with 7 sections and a bibliography complete the book.

The appeal of these units would make them suitable for E.S.L. students. The discourse tasks built into the units are comprehensive in scope. Students relate historical mores with comtemporary ones, and apply knowledge from the subject areas to solve problems involving the Olympics.

This is a superb resource book.

TEACHER REFERENCE

SUBJECT AREA(S):

PHYSICAL EDUCATION/SOCIAL STUDIES/
HUMANITIES

Series Title

Title The Olympics An Educational Opportunity
Instructional Materials for Secondary High School

Author(s) United States Olympic Committee, Colorado

Publisher

Date 1983

Components softcover book

B.C.T.F. Lesson Aids #2951

Pages 96

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | | * |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This book provides instructional chapters tried out in classroom workshop settings. Chapter topics include: Olympism, history, social and political issues, economics, women, and fitness. References are given as are appendices on topics such as physiology. Visuals include maps, definitions, timelines, charts, graphs, and medals.

Some activities can be used with E.S.L. students in the senior high as part of elective programs in social studies, physical education, or the humanities.

Discussing values is a prominent feature of the activities. Students compare the Olympics then and now, and use the Olympics as a case study to discuss various issues.

LOCALLY DEVELOPED CURRICULUM RESOURCES HEALTH

Burnaby

Healthful Living: Curriculum Reference, 1981
Shelf # HL00-003
Order # 1017

Healthful Living: Resource Idea Book, 1981
Shelf # HL00-004
Order # 1018

Vancouver

Guide for Life (Elementary): A Resource for an Integrated Health Education Program, 1981
Shelf # HL00-002
Order # 1016

HEALTH/SCIENCE

Vancouver

Elementary Science A Resource Manual
Shelf # SC00-001
Order # 1363

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH

**Title** Healthful Living: Curriculum Reference

**Author(s)**

**School District #** 41 Burnaby

**Date** 1981

**Shelf #** HL00-003 **Record # for ordering** 1017

**B.C.T.F. Lesson Aids #**

**Components** coil-bound booklet

**Pages** 120

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | | * | | |

**Description**

NOTE: This reference is not restricted to Kindergarten - Grade 1 as some of the headings indicate.

This booklet provides scope and sequence charts, K through Grade 12, for topics in physical, emotional and social health.

Background information on health topics is provided as well as teaching strategies.

The developmental health program described in this booklet is integrated with all areas of the curriculum.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH

**Title** Healthful Living: Resource Idea Book

**Author(s)**

**School District #** 41 Burnaby

**Date** 1981

**Shelf #** HL00-004 **Record # for ordering** 1018

**B.C.T.F. Lesson Aids #**

**Components** a binder of activity sheets

**Pages** 85

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

**Description**

This binder of activity sheets suitable for Kindergarten through Grade 3 accompanies the Burnaby School District's booklet 'Healthful Living: Curriculum Reference'

The activity sheets involve some areas of physical, emotional and social health.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH

Title Guide for Life (Elementary): A Resource for an Integrated Health Education Program

Author(s)

School District # 39 Vancouver

Date 1981

Shelf # HL00-002 Record # for ordering 1016

B.C.T.F. Lesson Aids #

Components coil-bound booklet

Pages 171

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

A scope and sequence for ten goals in health education are charted for Kindergarten through Grade 7.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH/SCIENCE

**Title** Elementary Science A Resource Manual

**Author(s)**

**School District #** 39 Vancouver

**Date** 1981

**Shelf #** SC00-001

**Record # for ordering** 1363

**B.C.T.F. Lesson Aids #**

**Components** booklet

**Pages**

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be- gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

**Description**

This booklet is especially designed for the non-science specialist teacher.

It includes overall scope and sequence charts, sample program topics, a matrix to coordinate the science program, and a section integrating health and science topics.

MATERIALS SUBJECT AREA(S): HEALTH

Series Title

Title Health Adventures of the Lollipop Dragon

Author(s)

Publisher Society for Visual Education Date 1977
distributed by Educational Film Distributors Ltd.

Components
4 colour filmstrips
4 cassettes
teacher's guide

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| * | | | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Four adventures with the gentle Lollipop Dragon introduce basic health concepts: Food and Growth, Exercise and Rest, Dental Care, and Disease. A stop frame occurs in the middle of each adventure story.

Discourse Tasks

listening to stories while viewing the filmstrips
discussing health concepts
predicting action
deciding

Language Learning Processes

using language to participate in a group setting
predicting what will come next
using knowledge of health concepts to affect decisions and actions

MATERIALS SUBJECT AREA(S): HEALTH/HUMAN LIFE SCIENCES/GUIDANCE

Series Title Health Canada Series

Title Decisions for Health
Choices for Health
Health for Life

Author(s) A. Robertson *et al.*

Publisher Thomas Nelson & Sons Date 1981, 1983, 1984

Components 3 texts
3 teacher's resource guides
transparencies

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | * | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents This is a Canadian series written for the intermediate and lower secondary grades. *Decisions for Health* looks at physical fitness and growth; *Choices for Health*, body systems and feelings; *Health for Life*, lifestyles and life skills.

### Discourse Tasks

read text
write up projects
brainstorm
role-play
read case studies
discuss critical incidents
talk about field trips
interview guest speakers

### Language Learning Processes

The texts have several features which might make them accessible to E.S.L. students. The texts are simply written. Important ideas are conveyed sometimes by photographs or cartoons. Examples and stories that explain the text further are shown in coloured blocks. Questions and activities end each chapter; a glossary and index end each book.

Using these texts, students learn very important information about health so that they may take more responsibility for their own well-being.

TEACHER REFERENCE

SUBJECT AREA(S):

HEALTH/GUIDANCE

Series Title

Title Health, Brief Edition

Author(s) B.A. Kogan

Publisher Harcourt, Brace, Jovanovich

Date 1976

Components text

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | | * |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary

Description

This text has 17 chapters on health topics, a glossary, and an index. It includes photographs and drawings.

The text demands an advanced level of reading skills.

HEALTH: NUTRITION

Vancouver

Nutri-Ed A Nutrition Education Resource and Instructional Guide, 1981
B.C.T.F. Lesson Aids #7055

HEALTH: NUTRITION/SCIENCE

ENGLISH

Vancouver

English through Nutrition A Resource Booklet for Teachers of ESL, 1982

HEALTH: FOODS & NUTRITION/
SOCIAL STUDIES + CROSS-CURRICULUM STUDIES

Vancouver

Nutri- Ed A Food Preparation Guide for the Elementary School, 1982
B.C.T.F. Lesson Aids #7060

Kids Cook Too!, 1980
B.C.T.F. Lesson Aids #7054

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH: NUTRITION

**Title** Nutri-Ed A Nutrition Education Resource and Instructional Guide

**Author(s)** members of the Department of Home Economics, Education Services Group

**School District #** 39 Vancouver

**Date** 1981

**Shelf #**

**Record # for ordering**

**B.C.T.F. Lesson Aids #** 7055

**Components** acco-bound pages

**Pages** 201

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

**Description**

Statements of goals are followed by worksheets, information sheets and activities.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S): HEALTH: NUTRITION/SCIENCE/ENGLISH

Title English through Nutrition
A Resource Booklet for Teachers of ESL

Author(s) A. Shorthouse et al.

School District # 39 Vancouver

Date 1980, reprinted 1982

Shelf # Record # for ordering

B.C.T.F. Lesson Aids #

Components booklet

Pages 70

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | * | | * | * | | | * | |

Description

This booklet contains sample language activities to accompany the nutrition resource materials produced by the B. C. Dairy Foundation.

Students are expected to listen, talk, read, and write in relation to information about nutrition and are expected to relate English to useful information needed in daily living.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S): HEALTH: FOODS & NUTRITION/SOCIAL STUDIES + CROSS-CURRICULUM STUDIES

Title Nutri-Ed A Food Preparation Guide for the Elementary School

Author(s)

School District # 39 Vancouver

Date 1982

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 7060

Components stapled sheets of paper

Pages 134

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Description

This guide gives a very practical introduction on getting organized followed by recipes from a variety of cultures using different cooking techniques.

Suggestions follow for integrating nutrition in several subject areas.

Students read recipes, describe changes, discuss plant or animal origin of food, geographical and historical developments of foods.

Goals of the guide are to have students use number skills and vocabulary in context, and to transfer learned responsibilities from the school to the home.

Students do require some basic language skills and the ability to calculate and measure.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HEALTH: FOODS & NUTRITION/SOCIAL STUDIES
+ CROSS-CURRICULUM STUDIES

Title Kids Cook Too!

Author(s) J. Stoddard

School District #

Date 1980

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 7054

Components booklet

Pages 73

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | | | | * | | * | | |

Description

This booklet outlines a nutritionally-based program for regularly scheduled cooking over the school calendar year in classrooms.

Recipes are classified under seasonal themes and specific units, for example, healthful snacks and international foods.

Tips are given to have the cooking program complement other curriculum areas.

In this cooking program, students read recipes, talk over procedures, converse, and discuss nutrition, food and celebrations. They apply their knowledge of the metric system in cooking; sequence; and relate food and culture.

The program is designed for the intermediate grades. The print of the recipes is really large so that the recipes can be read from a distance.

MATERIALS SUBJECT AREA(S): HEALTH: NUTRITION/SCIENCE

Series Title

Title Big Ideas in Nutrition Education K-3
Big Ideas in Nutrition Education 4-6

Author(s) B.C. Dairy Foundation

Publisher 3236 Beta Ave., Burnaby, B.C., V5G 4K4

Date

Components kit with teacher's guide and visual materials

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| * | * | | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| * for science | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

This kit has an activity-oriented approach to foods and nutrition. It is a source of multi-level units for the Materials Based Units Program in Science.

### Discourse Tasks

orally labelling and classifying
filling in key visuals

### Language Learning Processes

Several curriculum resources use this kit to do language/content instruction with E.S.L. students. Refer to English through Nutrition A Resource Booklet for Teachers of ESL, 1980, 1982, Vancouver School Board.

MATERIALS SUBJECT AREA(S): HEALTH: FOODS & NUTRITION

Series Title

Title Cooking in the Classroom

Author(s) J. Bruno and P. Dakan

Publisher Fearon Pitman
(Order from Copp Clark Pitman)
Date 1974

Components booklet

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| * | | | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This booklet sets out 30 easy recipes accompanied by drawings and symbols. It gives questions for the cook and a word list.

Discourse Tasks

reading recipes
answering questions which require descriptions, definitions, comparisons, reasons, knowledge of processes

Language Learning Processes

observing
learning about ingredients and measurement
practising safe procedures

MATERIALS

SUBJECT AREA(S): HEALTH: FOODS & NUTRITION
+ CROSS-CURRICULUM STUDIES

Series Title

Title Cook and Learn, Pictorial Single Portion Recipes:
A Child's Cookbook

Author(s) B. Veitch and T. Harms

Publisher Addison-Wesley

Date 1981

Components spiralbound cookbook
teacher's guide entitled Learning from Cooking Experiences

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| * | | | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The cookbook gives almost 200 pictorial, step-by-step single portion recipes. It has a multiethnic recipe section: yogurt shakes, buñuelos, meatloaf, won ton, banana fritters, blintzes, and so on.

### Discourse Tasks

talking during cooking
reading recipes

### Language Learning Processes

Students observe, follow recipes, reason, and talk.
The teacher's guide offers practical hints to extend learning into other academic areas.

TEACHER REFERENCE

SUBJECT AREA(S):

HEALTH: FOODS & NUTRITION

Series Title

Title Cooking and Eating with Children A Way to Learn

Author(s) O. McAfee *et al*.

Publisher Association for Childhood Education International Date 1974

Components softcover pamphlet for teachers

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

The book gives a rationale for using cooking lessons with children, the organization of cooking programs, child-tested recipes and snacks, a section on learning across the curriculum, and a bibliography.

The children learn via action accompanied by commentary. They plan, share, and evaluate orally.

TEACHER REFERENCE

SUBJECT AREA(S):

HEALTH: FOODS & NUTRITION

Series Title

Title Cool Cooking for Kids Recipes and Nutrition for Preschoolers

Author(s) P. McClenahan and I. Jaqua

Publisher Fearon Pitman Publishers

Date 1976

Components paperback ideabook

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

The book includes management guidelines; recipes with lesson plans; cool and with heat cooking techniques; resources on nutrition; and health notes.

This ideabook is for teachers of very young children. Since the recipes are designed for preparation mostly by adults, E.S.L. students would need guidance.

The students observe, measure, and follow recipe steps. On this program, they interact with the 'cooking' puppets, talk during preparation time, and describe results.

TEACHER REFERENCE

SUBJECT AREA(S):

HEALTH: FOODS & NUTRITION

Series Title

Title Learning through Cooking: A Cooking Program for Children Two to Ten, revised edition

Author(s) N.J. Ferreira

Publisher R. & E. Research Associates, 936 Industrial Ave., Palo Alto, CA

Date 1982

Components spiral-bound softcover book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | * | | | * | * | | * | | |

Curriculum Material

Prescribed
Authorized
Out of Print

Supplementary *

Description

This book describes a basic cooking program. Charts relate concepts, projects, and activities. 100 recipes are included.

With this program, students read and follow instructions, label and classify foods. They master cooking skills and learn standard verb forms.

TEACHER REFERENCE

SUBJECT AREA(S):

FOODS & NUTRITION + CROSS-CURRICULUM STUDIES

Series Title

Title
Metric Milk Shakes and Witches' Cakes:
Cooking Centers in Primary Classrooms

Author(s)
G. Johnson and G. Povey

Publisher
Citation Press
Date
1976

Components
softcover reference book

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| * | | | | * | * | | * | | |

Curriculum Material
Prescribed
Authorized
Out of Print

Supplementary *

Description

This reference book outlines a cooking center program integrated with math, science, social studies, and language arts. Recipes are given. Chart ideas are illustrated.

Students apply basic skills of reading and arithmetic while cooking. They are strongly motivated to read and work independently.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

HOME ECONOMICS

Home Economics Curriculum Guide, 1979

Home Economics 8 Resource Guide, 1979

Family and Management, 11 and 12, new courses

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES HOME ECONOMICS

Cariboo-Chilcotin

Home Economics: Rural Secondary Programme Guide, 1979
Shelf # HE08-001
Order # 1001

HOME ECONOMICS:
CLOTHING & TEXTILES

Vancouver

Home Economics Curriculum Resource Book Clothing and Textiles, 1983
B.C.T.F. Lesson Aids #7059

HOME ECONOMICS:
FOODS & NUTRITION

North Vancouver

Foods and Nutrition Year Eleven, 1979
Foods and Nutrition Year Twelve, 1979
Shelf #'s HE11-001, HE12-002
Order #'s 1006, 1009

HOME ECONOMICS:
FOODS & NUTRITION/
ENGLISH: E.S.L.

Vancouver

Home Economics Curriculum Resource Book ESL through Food Skills, 1983

Multiculturalism through Foods, 1984
B.C.T.F. Lesson Aids #7062

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HOME ECONOMICS

Title Home Economics: Rural Secondary Programme Guide

Author(s) Betty Raven

School District # 27 Cariboo-Chilcotin

Date 1979

Shelf # HE08-001 Record # for ordering 1001

B.C.T.F. Lesson Aids #

Components booklet

Pages 195

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | * | | * | | *<br>Home Ec. |

Description

This book is an adaptation of the Home Economics Curriculum Guide, 1979, and includes sections on Clothing and Textiles I, II, II; Crafts; and Foods and Nutrition I, II, and III.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HOME ECONOMICS: CLOTHING AND TEXTILES

Title Home Economics Curriculum Resource Book
Clothing and Textiles

Author(s)

School District # 39 Vancouver

Date 1983

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids # 7059

Components Acco-bound set of worksheets

Pages 154

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | | | | | * Home Economics |

Description

This resource book includes activities for a wide range of clothing and textile topics.
The book is useful for a junior or introductory level course. Pages may be copied for use as hand-outs and are ideal for use with E.S.L. students because the diagrams, tables, and drawings clarify the meanings and tasks.

Activities require students to label, describe, compare, contrast, classify orally and in writing, read instructions and labelled diagrams, and survey shops.

So there is a balance between activities demanding reading, paper and pencil exercises, community studies, experiments, and sewing projects.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):
HOME ECONOMICS: FOODS & NUTRITION

Title Foods and Nutrition Year Eleven
Foods and Nutrition Year Twelve

Author(s) Chris Pearce and Mavis Walkley
illustrated and designed by Carol Condruk

School District # 44 North Vancouver

Date 1979

Shelf # HE11-001, HE12-002

Record numbers for ordering 1006 1009

B.C.T.F. Lesson Aids #

Components 2 large-sized booklets

Pages 60 and 45

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | * | | | | *<br>Home Ec. |

Description

Packages of units are appealingly designed and illustrated.

Students use the activity and contract sheets in the two booklets to complement the Foods and Nutrition Year 11 and 12 courses.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):

HOME ECONOMICS: FOODS & NUTRITION/ ENGLISH (ESP)

Title Home Economics Curriculum Resource Book
ESL through Food Skills

Author(s) E. LeGallais et al.

School District # 39 Vancouver

Date 1983

Shelf #

Record # for ordering

B.C.T.F. Lesson Aids #

Components softcover spiral book

Pages 110

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | | | | * | *<br>Home Ec. |

Description

This book is a modification of the Home Economics Curriculum Resource Book, 1979, Part I Foods and Nutrition.

It illustrates the teaching of English via Foods and Nutrition course content.

The approach is activity-oriented.

Students practise all four communication skills and use language to identify, measure, sequence, make decisions and to learn about different concepts in home economics.

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S): HOME ECONOMICS:

FOODS/SOCIAL STUDIES

Title Multiculturalism through Foods

Author(s) E. Favaro

School District # 39 Vancouver

Date 1984

Shelf # Record # for ordering

B.C.T.F. Lesson Aids # 7062

Components paperback with loose leaf sheets which are color-coded intended as a teacher resource

Pages

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | * | * | | | * | | * | | |

Description

This resource book has 7 sections each pertaining to a cultural group: Chinese, Filippino, Greek, Indo-Canadian, Italian, Native Indian, and Portuguese. It includes a section on teaching ideas and information for parents.

The ideas and activities are suitable for any age group. They could be adapted for children younger than the intermediate and secondary grades.

During discussions, students compare and contrast, make choices and decisions, sequence ingredients in recipes.

At home they can have lots of opportunity to try the recipes and to discover and explore new foods.

In class, the students can attempt some of the ideas for written tasks which cross other discipline areas.

MATERIALS SUBJECT AREA(S): HOME ECONOMICS: FOODS & NUTRITION

Series Title

Title Discovering Food, revised edition

Author(s) H. Kowtaluk

Publisher Bennett Publishing Co. Date 1982

Components hardcover text

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * Home Economics |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Twelve chapters cover basic information on cookery; seventeen chapters discuss food preparation; and the last chapter discusses ways to serve food. Each chapter reviews facts in the Action-time section. Photos, drawings, and charts illustrate the text.

Discourse Tasks

reading text accompanied by visuals

Language Learning Processes

This text is suitable for use with Grade 8 students, regular and E.S.L. The language used is very basic.
learning basic food preparation skills for use throughout one's life
finding a career in the food service industry

MATERIALS SUBJECT AREA(S): HOME ECONOMICS
APPLIED SCIENCE

Series Title Nuffield

Title Nuffield Home Economics: The Basic Course

Author(s) S. M. Mansell and H. Faulkner, editors

Publisher Hutchinson Date 1982
Order from Copp Clark Pitman

Components text
teacher's guide
62 worksheets

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * Home Economics |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The text covers 4 areas of study: food science, nutrition, fibres and fabrics, and people and homes. Each area is edited by a home economist and a scientist. Black and white photographs, drawings and charts appear on every page.

Discourse Tasks

reading text related to home economics topics

Language Learning Processes

The text is for a Home Economics course designed for the 13-16 year-old age group. E.S.L. teachers could select chapters and adapt them. The text is British in content.

learning home economics from a scientific approach

MATERIALS SUBJECT AREA(S): HOME ECONOMICS: FOODS & NUTRITION
CONSUMER EDUCATION

Series Title the Family Studies Series

Title What's to Eat?

Author(s) E. Down and S. Pisesky

Publisher Copp Clark Pitman Date 1977

Components hardcover text (the introductory one in the series)
teacher's resource book

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | *<br>Gr. 7-10 | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The topics in the text include consumerism, resources, nutrition, the family cycle, and eating habits. Photos, drawings and charts illustrate the text.

### Discourse Tasks

making choices
reading text and charts

### Language Learning Processes

applying knowledge in practical situations

MATERIALS SUBJECT AREA(S): HOME ECONOMICS: FOODS & NUTRITION
CAREER PREPARATION

Series Title Young Homemakers at Work

Title Getting Ready to Cook

Author(s) A.A. Weaver

Publisher Fearon Education Date

Components workbook
teacher's guide

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | * | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The workbook has sections on equipping a kitchen, reading recipes, measuring, using a stove, standards, setting a table, serving meals, and cleaning up.

Discourse Tasks

socializing
describing orally
reading recipes

Language Learning Processes

The language skills required are very basic.

learning basic homemaking procedures

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

CONSUMER EDUCATION

Consumer Education 9/10 Curriculum Guide, Interim Edition, 1982

Consumer Education 9/10 Resource Book, Teacher Resource Manual Volume I, 1982

Consumer Education 9/10, Teacher Resource Manual Volume II, 1982

Consumer Education 9/10 Media Resources, Interim Edition, 1982

Lesson Plans for Consumer Education 9/10, Media Resources Guide, 1983

Consumer Education 12 Curriculum Guide, 1983 (This course guide supplants General Business 12.)

Consumer Education 12 Teacher Resource Manual, 1984

Media Resources Consumer Education 12, 1984

MATERIALS SUBJECT AREA(S): CONSUMER EDUCATION

Series Title

Title Looking at the Consumer, British Columbia edition

Author(s) J.C. Wood

Publisher Gage Publishing Co. Date 1982

Components hardcover textbook
teacher reference entitled Consumer Today Teacher Resource Guide for Looking at the Consumer
The Guide provides ideas for projects, activities and student exercises, as well as BLACKLINE MASTERS, chapter tests, and answer keys. Lists of resources are included.

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| * for Consumer Ed. 9/10 | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The textbook overviews these topics: the Marketplace, Credit and Money, Shopping Skills, and Investment Decisions. Each chapter provides Key Terms, Facts, Concepts and Getting It Together. The Appendix contains definitions of the Key Terms.

Discourse Tasks

reading text
some decision-making

Language Learning Processes

E.S.L. students will require much teacher assistance in interpreting the text.

The appendix of definitions and the index make this useful for independent study for more advanced students.

MATERIALS SUBJECT AREA(S): CONSUMER EDUCATION

Series Title

Title Coping 2: Heeding the Labels

Author(s)

Publisher The Perfection Form Co.
Logan, Iowa

Date 1979

Components book

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

5 sections make up the book: reading food labels, taking medication, shopping for personal care products, checking fabric labels, using toxic materials. Exercises follow explanations, words to watch for, and interpretations of labels. Photographed product labels help make the exercises authentic.

Discourse Tasks

reading explanations, definitions, exercise questions

Language Learning Processes

E.S.L. teacher should adapt these exercises to a Canadian setting.

The book provides practice in functional reading.

MATERIALS SUBJECT AREA(S): CONSUMER EDUCATION/MATH

| | |
|---|---|
| Series Title | Pacemaker Practical Arithmetic Series |
| Title | Money Makes Sense, 3rd edition<br>Using Dollars and Sense, 3rd edition<br>Working Makes Sense, 2nd edition<br>Buying with Sense |
| Author(s) | |
| Publisher | Copp Clark Pitman |
| Date | 1977 and more recently |
| Components | 4 workbooks, completely metric<br>teacher's manual for the series, with answer keys |

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | * | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

This series teaches basic mathematical skills through real life situations involving money. Exercises are graded in difficulty and reinforce concepts by repetition.

### Discourse Tasks

discussion about money--its origin, its use and its value
problem solving orally and in writing
reading text
making decisions

### Language Learning Processes

The reading levels are Grades 3.0, 3.0, 3.0 and 4.0.

relating computational skills to real world situations
problem solving
making consumer decisions

BRITISH COLUMBIA

MINISTRY EDUCATION CURRICULUM RESOURCES

BUSINESS EDUCATION

Business Education Curriculum Guide (8-12), 1979

Business Education Resource Manual (8-12) General Business, 1981

Business Education Resource Manual (8-12) Marketing, 1979

Business Education Media Resources, 1981

Refer also to Career Preparation Curriculum Guide for Business Education, 1982

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title Commercial Correspondence in English

Author(s) M.D. Spooner and J.S. McKellen

Publisher Thomas Nelson & Sons Date

Components text

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | * | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

on writing simple and correct business letters by following a model and then applying that form in new business operations

Discourse Tasks

writing the basic business letter and variations--answering enquiries, dealing with orders and accounts, applying for a job

Language Learning Processes

E.S.L. students need a basic knowledge of business operations. The book can be used by English teachers without a specialized knowledge of business and by commerce teachers unfamiliar with the techniques of language teaching. Students may use the book independently.

extending and consolidating knowledge of correct business letters by trying a variety of exercises

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title English and American Business Letters

Author(s) C.E. Eckersley and W. Kaufmann

Publisher Longman Group Date

Components 1 book containing models of English and American business letters, exercises and an appendix listing differences between English and American letter forms

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | * | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book has general principles, a practical layout and exercises.

Discourse Tasks

writing letters based on models

Language Learning Processes

practice in writing business letters

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title A Handbook of Commercial Correspondence

Author(s) A. Ashley

Publisher Oxford University Press Date 1984

Components text

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | | | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book provides hundreds of examples of types of commercial letters.

Discourse Tasks

writing commercial correspondence on a variety of topics

Language Learning Processes

using a reference book

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title Help Yourself to Perfect Letters

Author(s) M.H. Moore and L.F. Moore

Publisher Oxford University Press Date 1985

Components students' book, coil-bound, softcover
teacher's manual, providing corrected models of all assignments

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book is organized into sections with a consistent format.

It is published in Canada.

Discourse Tasks

profreading letters--proofing for meaning, using proofreader's marks
composing letters
correcting 30 letters for spelling, capitals, punctuation, numbers, plurals,
possessives, subject-verb agreement

Language Learning Processes

A minimum background knowledge of business is required to work with this book, but E.S.L. and regular secondary and post-secondary students need to know the basics of keyboarding.
The program is self-testing.

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title Keyboarding Business English

Author(s) S. Wong

Publisher Western Education Development Group Date 1985

Components paperback textbook

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This keyboarding textbook integrates language activities with keying practice. Large type and a two-colour format are used. Lessons 1-19 focus on keyboard presentation using business words. Lessons 20-28 focus on high frequency business words in different communication functions. Lessons 28-30 cover the letter of application and résumés.

Discourse Tasks

composing business documents

Language Learning Processes

The text is especially recommended for use in E.S.L. classes for language development and expansion. The text is designed to refresh keyboarding skills and use of business words at the same time. The Appendix contains more than 500 examples of word usage in a business context.

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title Longman Dictionary of Business English

Author(s) J.H. Adam

Publisher Longman Group Date

Components 1 dictionary containing words and phrases used in business

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | | | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

12,500 business terms are defined in clear, simple English. Vocabulary is chosen from a wide range of business areas. The dictionary provides cross-referencing and statistical information.

Discourse Tasks

reading definitions
relating information orally and in writing

Language Learning Processes

using a resource for finding information
self-directed study

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH

Series Title

Title Secretarial English

Author(s) D.A. Sheff

Publisher Regents Date

Components book

| | | | | | | |
|---|---|---|---|---|---|---|
| Grade Level | | | | Language Level | | |
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | | * |

| | | | | | |
|---|---|---|---|---|---|
| Original Audience | | | Teacher Background | | |
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| | | | | | |
|---|---|---|---|---|---|
| Modes | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| | | |
|---|---|---|
| Curriculum Material | | |
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This is a handy reference book for the secretary or anyone who needs to learn correct written English.

Discourse Tasks

writing exercises to practice basic grammar points and punctuation

Language Learning Processes

using a reference for written work and self-directed study

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title Business Concepts for English Practice

Author(s) B.T. Dowling and M. McDougal

Publisher Newbury House Date

Components text
teacher's manual

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The text has 8 units: 1. business basics 2. marketing 3. international business 4. data processing 5. accounting 6. finance 7. management 8. decision-making

Discourse Tasks

oral and written tasks in specific topic areas

Language Learning Processes

practice in specific areas of business

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title Business in English

Author(s) A.J. Hacikyan and M. Gill

Publisher Regents Date

Components 1 book
2 cassettes

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book contains 25 units each beginning with a dialogue illustrating the use of English in everyday situations. The units follow the professional life of a typical American businessman.

Discourse Tasks

reading dialogue
writing letters and résumés using a model

Language Learning Processes

relating dialogue to hypothetical situations by using business vocabulary, oral and written

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title Career: English for the Business and Commercial World

Author(s) J.A. Blundell and N.M.G. Middlemiss

Publisher Oxford University Press Date about 1982

Components a two-part beginner's course in international business English

| Part I Career Prospects | Part II Career Developments |
|---|---|
| student book | student book |
| teacher's book | teacher's book |
| dialogue cassette, 3 drill cassettes | dialogue cassette, 2 drill cassettes |

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | * | | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The setting is the offices of Sunco, a growing international company. The program follows the progress of a group of new employees.

Discourse Tasks

interpreting diagrams for others
using telexes, telephones and computers
writing letters and memos
conducting meetings
making appointments
advising customers

Language Learning Processes

The course is designed for beginners in English and covers the language functions specified in the Council of Europe's threshold level.
organizing tasks
making notes, preparing agendas
using resources

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title English for Secretaries

Author(s) (English Language Teaching Development Unit)

Publisher Oxford University Press Date before 1981

Components student's book
teacher's book (not available in Canada)
6 C-90 cassettes

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The book contains 12 units of oral and written exercises designed to help secretaries function efficiently at work. The course is best suited to groups of no more than 10 students.

### Discourse Tasks

speaking in role simulation
writing in business related tasks

### Language Learning Processes

improving skills by practice in particular areas
doing classroom work, language laboratory work, and homework

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title Office Practice

Author(s) S. Norman

Publisher Longman Group Date

Components 1 booklet suitable for E.S.L. students planning on business careers

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book provides authentic business materials and useful reading and writing activities.

Discourse Tasks

writing letters
applying for jobs
communicating with clients
conducting/participating in meetings

Language Learning Processes

practice in business-oriented tasks (oral and written)
opportunity for self-evaluation by using answer keys and model answers

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title Office to Office Practical Business Communication

Author(s) K. Methold and J. Tadman

Publisher Longman Group Date

Components 1 book for students who need practice in commercial English

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book is divided into units with each topic introduced by a dialogue and followed by sample letters, and oral and written exercises.

Discourse Tasks

acknowledging enquiries
responding to requests for information
requesting/demanding payment
making/responding to complaints and apologies

Language Learning Processes

practice in performing realistic business-oriented tasks orally and in writing

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title We Mean Business An Elementary Course in Business English

Author(s) S. Norman

Publisher Longman Group Date

Components student's book
teacher's book
workbook
listening cassette
2 drill cassettes

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This program provides a one-year course for students planning careers in business. The content is activity and skill-based. The program introduces business practices in realistic situations.

Discourse Tasks

performing business-oriented tasks orally and in writing

Language Learning Processes

practising clerical, secretarial, administrative, and office procedures

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/ENGLISH (ESP)

Series Title

Title We're in Business English for Commercial Practice and International Trade

Author(s) S. Norman

Publisher Longman Group Date 1984

Components
student's book
teacher's book
workbook
drills
cassette

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

These materials provide a one-year course for students planning careers in business. They can be used on their own or as a follow-up to the book We Mean Business and its components.

Discourse Tasks

performing business-oriented tasks orally and in writing

Language Learning Processes

performing realistic job tasks

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION + OTHER AREAS
MATH

Series Title

Title Count Me In Understanding Numbers in English

Author(s) S. Elsworth

Publisher Longman Group Date

Components student's book
cassette

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book provides lively realistic listening-based material focussing on the recognition and use of numbers in English. The tapescript and answers are included.

Discourse Tasks

filling in forms
practising dates, fractions, percentages, money, time and telephone numbers, orally and in writing

Language Learning Processes

transferring concepts from $L_1$ to $L_2$
reinforcing numerical skills in English

MATERIALS SUBJECT AREA(S): BUSINESS EDUCATION/TECHNOLOGY/MATH

Series Title

Title Fluency Squares for Business and Technology

Author(s) P.L. Knowles and R.A. Sasaki

Publisher Regents Date

Components 1 book
visuals,18 x 23", spiralbound

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | *high level | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

Each unit in the book consists of a grid of pictures, written exercises, grammar notes, dictation, activities and a Quantitative section which focuses on the language of measurement.

### Discourse Tasks

listening to and discussing concrete situations, problems, and economic changes

### Language Learning Processes

This course is designed for E.S.L. professional students.

interpreting and relating concepts of cause, state, proportion, classification sequence, etc.

## BRITISH COLUMBIA

### MINISTRY OF EDUCATION CURRICULUM RESOURCES

### INDUSTRIAL EDUCATION

Secondary School Curriculum Guide Industrial Education Gr. 8-12, 1977

Refer also to Career Preparation

- Metal Fabrication (Millwright) Curriculum Guide, 1982
- Metal Fabrication--Machinist, 1983
- Metal Fabrication--Sheet Metal, 1983
- Metal Fabrication--Welding, 1983

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES INDUSTRIAL EDUCATION

Vancouver

I E Safety Guide, no date

Basic Metalwork Procedures, Metric Edition
B.C.T.F. Lesson Aids #6964

BRITISH COLUMBIA

LOCALLY DEVELOPED CURRICULUM RESOURCES SUBJECT AREA(S):
INDUSTRIAL EDUCATION

Title I E Safety Guide

Author(s)

School District # 39 Vancouver

Date no date

Shelf # Record # for ordering

B.C.T.F. Lesson Aids #

Components booklet

Pages

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Begin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | * | * | | | | * |

## Description

This booklet provides translations of the Industrial Education Safety Guide into Chinese, Punjabi and Vietnamese.

Students read safety rules for comprehension and precautionary measures. They may read and compare the same material in their first and second languages.

Teachers may ask for retellings of the rules in English.

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION

**Series Title**

**Title** Basic Metalwork Procedures, Metric Edition

**Author(s)** D.D. Caspersen

**Publisher** WEDGE, UBC, Vancouver **Date** 1985

**Components** paperback book

B.C.T.F. Lesson Aids #6964

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students<br>* | E.S.L. | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L. | Specialized<br>* metalwork | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* | Listening<br>* | Speaking<br>* | Reading<br>* | Writing |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This book presents an outline of step-by-step activities in the metalwork areas prescribed for industrial education in secondary and technical schools. Each step has an illustration. The metalwork basics are covered.

Discourse Tasks

reading and following directions and processes

discussing principles and safety

Language Learning Processes

learning the prerequisites for handling metalwork projects

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION

Series Title

Title Automotive Technology, second edition, SI metric

Author(s) F.C. Nash

Publisher McGraw-Hill Ryerson Date 1978

Components text

<table>
<tr><td colspan="30">Grade Level</td></tr>
<tr><td colspan="6">Primary</td><td colspan="6">Intermediate</td><td colspan="6">Secondary<br>*</td><td colspan="6">Adult<br>*</td><td colspan="6">University</td></tr>
<tr><td colspan="30">Language Level</td></tr>
<tr><td colspan="10">Beginning</td><td colspan="10">Transitional<br>*</td><td colspan="10">Native-Like</td></tr>
<tr><td colspan="30">Original Audience</td></tr>
<tr><td colspan="10">Regular Students<br>*</td><td colspan="10">E.S.L.</td><td colspan="10">Special Students</td></tr>
<tr><td colspan="30">Teacher Background</td></tr>
<tr><td colspan="10">General</td><td colspan="10">E.S.L.</td><td colspan="10">Specialized<br>* Mechanics</td></tr>
<tr><td colspan="30">Modes</td></tr>
<tr><td colspan="5">Integrated<br>*</td><td colspan="5">Visual<br>*</td><td colspan="5">Listening</td><td colspan="5">Speaking</td><td colspan="5">Reading<br>*</td><td colspan="5">Writing</td></tr>
<tr><td colspan="30">Curriculum Material</td></tr>
<tr><td colspan="10">Prescribed * for Mechanics 11 or 12</td><td colspan="10">Authorized</td><td colspan="10">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The book contains 6 units on the principles, construction, and operation of the automobile illustrated with hundreds of drawings and highlighted with a second colour.

Discourse Tasks

reading illustrated and descriptive text
following processes

Language Learning Processes

The chapter end questions are useful as homework and review.

using a text to develop practical skills

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION

**Series Title**

**Title** General Power Mechanics, 2nd Canadian edition, SI metric

**Author(s)** W.H. Crouse, R.M. Worthington, M. Margules, and D.L. Anglin

**Publisher** McGraw-Hill Ryerson **Date** 1978

**Components** text

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University |

| Language Level | | |
|---|---|---|
| Beginning | Transitional<br>* | Native-Like |

| Original Audience | | |
|---|---|---|
| Regular Students<br>* | E.S.L. | Special Students<br>* |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized<br>* |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated<br>* | Visual<br>* | Listening | Speaking | Reading<br>* | Writing |

| Curriculum Material | | |
|---|---|---|
| Prescribed * for regular Mechanics 9 or 10 | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text has 39 chapters subdivided by sections on power and power devices. Simple line drawings, photographs and orange colour help make the technical nature of the text comprehensible.

Discourse Tasks

reading descriptive and explanatory text
following processes
reading cautionary signs
interpreting labelled visuals

Language Learning Processes

The text has been totally rewritten with short, simple sentences. The language style is direct. New terms appear in boldface type.

reviewing at the ends of chapters
solving practical problems with power devices

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/CAREER PREPARATION

Series Title

Title General Woodworking, 2nd Canadian edition, SI metric

Author(s) C.H. Groneman
adapted by E. Harris

Publisher McGraw-Hill Ryerson Date 1978

Components text

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | * woodworking |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * | * | * | * | * | |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| * for Woodwork 9 or 10 | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text has 86 learning units plus project activities organized into 9 sections: general information, production with hand tools, manufacturing with machine tools, construction with portable electric power tools, finishing, upholstering, wood technology and EXPERIMENTAL research. A glossary is included. Figures and illustrations with colour aid understanding.

Discourse Tasks

reading descriptive text liberally illustrated
discussing topics
following directions
reading visuals
reading and following and discussing experiments

Language Learning Processes

This text is very popular and widely used. The content and layout are very readable and interesting.

using a course which has a strong practical basis to explore important knowledge (Note that special topics include a discussion of careers in the woods industries, SAFETY, and wood as a natural resource.)

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION

Series Title

Title General Metals, 3rd Canadian edition, SI metric

Author(s) J.L. Feirer

Publisher McGraw-Hill Ryerson Date 1976

Components text

<table>
<tr><td colspan="6">Grade Level</td></tr>
<tr><td>Primary</td><td>Intermediate</td><td>Secondary<br>*</td><td>Adult<br>*</td><td colspan="2">University</td></tr>
<tr><td colspan="6">Language Level</td></tr>
<tr><td colspan="2">Beginning</td><td colspan="2">Transitional<br>*</td><td colspan="2">Native-Like</td></tr>
<tr><td colspan="6">Original Audience</td></tr>
<tr><td colspan="2">Regular Students<br>*</td><td colspan="2">E.S.L.</td><td colspan="2">Special Students</td></tr>
<tr><td colspan="6">Teacher Background</td></tr>
<tr><td colspan="2">General</td><td colspan="2">E.S.L.</td><td colspan="2">Specialized<br>* metalwork</td></tr>
<tr><td colspan="6">Modes</td></tr>
<tr><td>Integrated<br>*</td><td>Visual<br>*</td><td>Listening</td><td>Speaking</td><td>Reading<br>*</td><td>Writing</td></tr>
<tr><td colspan="6">Curriculum Material</td></tr>
<tr><td colspan="2">Prescribed * for regular Metalwork 9 or 10</td><td colspan="2">Authorized</td><td colspan="2">Out of Print</td></tr>
</table>

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

This text is well organized in 13 sections including a projects section. Line drawings, photographs, and a second colour illustrate and clarify statements. Technical terms are explained when they first appear.

Discourse Tasks

reading descriptive, explanatory, and step-by-step text

Language Learning Processes

The text is written in an interesting style at an introductory, readable level.

understanding industrial technology by working on practical projects in metalwork and jewellery projects

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/CAREER PREPARATION

Series Title Bennett Basic Series

Title Basic Drafting Basic Electricity
Basic Metalwork Basic Woodworking

Author(s) J. L. Feirer and J.R. Lindbeck R. Miller
Publisher J.L. Feirer and J.R. Lindbeck Date J. Feirer
Copp Clark Pitman

Components a series of 4 introductory texts, in hardcover or paperback, each 170 pages long

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | * | * | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | * | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| * | | * |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | | * |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Each text provides an overview of the industry and various career opportunities. Fundamental principles and safety in each industry are covered. Skills are developed through class and individual projects.

Discourse Tasks

Language Learning Processes

hands-on projects

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/ENGLISH: ESL (ESP) / CAREER PREPARATION

**Series Title**

**Title** Welding

**Author(s)** L. West

**Publisher** The Alemany Press **Date** 1984

**Components** studentbook
teacher's guide with flashcards
masters

| | | | | | |
|---|---|---|---|---|---|
| Grade Level | | | | | |
| Primary | Intermediate | Secondary<br>* | Adult<br>* | University | |
| Language Level | | | | | |
| Beginning<br>* | Transitional<br>* | Native-Like | | | |
| Original Audience | | | | | |
| Regular Students | E.S.L.<br>* | Special Students | | | |
| Teacher Background | | | | | |
| General | E.S.L.<br>* | Specialized<br>* | | | |
| Modes | | | | | |
| Integrated<br>* | Visual<br>* +movement | Listening<br>* | Speaking<br>* | Reading<br>* | Writing<br>* |
| Curriculum Material | | | | | |
| Prescribed | Authorized | Out of Print | | | |

LANGUAGE VIA CURRICULUM ROLE

**Description: Approach, Format, Contents**

These materials have a notional-functional approach liberally illustrated with diagrams. The studentbook contains exercises for oral and written work. The teacher's guide has 27 lesson plans and a glossary.

**Discourse Tasks**

conversing at a minimal level

**Language Learning Processes**

E.S.L. students use TPR (Asher's Total Physical Response).

With these materials, they would be preparing for an entry level job in welding.

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/ENGLISH: ESL (ESP)

Series Title

Title Basic Technical English

Author(s) J. Comfort, S. Hick, and A. Savage

Publisher Oxford University Press Date 1982

Components student's book
teacher's book

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
| | | ★ | ★ | |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| | ★ | |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
| | ★ | |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
| | ★ | ★ |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| | | | | ★ | ★ |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The student's book provides reading material based on a wide range of technical subject matter: workshop practice, mechanical engineering, automotive engineering, electronics and mining.

Discourse Tasks

reading descriptions, instructions, warnings and the whole range of language commonly found in technical discourse

Language Learning Processes

These materials are targeted for E.S.L. students taking technical courses in secondary schools, vocational schools and colleges, and company in-service training programs.
The emphasis is on reading skills.

extracting important information from written technical English through problem-solving and information transfer

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/ENGLISH: E.S.L. (ESP)

**Series Title**

**Title** English for Technical Students

**Author(s)** D. Bonamy

**Publisher** Longman Group **Date** about 1984

**Components** 2 students' books

2 teacher's books

Grade Level

| Primary | Intermediate | Secondary | Adult | University |
|---|---|---|---|---|
|  |  | * | * |  |

Language Level

| Beginning | Transitional | Native-Like |
|---|---|---|
| * | * |  |

Original Audience

| Regular Students | E.S.L. | Special Students |
|---|---|---|
|  | * |  |

Teacher Background

| General | E.S.L. | Specialized |
|---|---|---|
|  | * | * |

Modes

| Integrated | Visual | Listening | Speaking | Reading | Writing |
|---|---|---|---|---|---|
| * |  |  | * | * | * |

Curriculum Material

| Prescribed | Authorized | Out of Print |
|---|---|---|
|  |  |  |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The materials provide a 2-stage course with clear step-by-step sequences of exercises. The teacher's books contain background notes on the craft terms and subject matter.

Discourse Tasks

reading, speaking, and writing technical English in craft or trade environments using the language of operating procedures and safety rules

Language Learning Processes

This course is designed for beginning E.S.L. students taking vocational or craft studies in English.

using basic language structures and vocabulary related to craft studies in familiar, everyday situations

learning the language of safety rules

MATERIALS SUBJECT AREA(S) INDUSTRIAL EDUCATION/ENGLISH: E.S.L. (ESP)

Series Title

Title Understanding Technical English 1, 2, 3

Author(s) K. Methold and D.D. Waters ( and A. Kohler)

Publisher Longman Group Date

Components 3 books in a graded series

| Grade Level | | | | |
|---|---|---|---|---|
| Primary | Intermediate | Secondary | Adult | University |
| | | * | * | |

| Language Level | | |
|---|---|---|
| Beginning | Transitional | Native-Like |
| | * | * |

| Original Audience | | |
|---|---|---|
| Regular Students | E.S.L. | Special Students |
| | * | |

| Teacher Background | | |
|---|---|---|
| General | E.S.L. | Specialized |
| | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Discourse Tasks

reading about craft and technical topics
writing up comprehension exercises
composing

Language Learning Processes

learning from text

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

CAREER PREPARATION

_Work Study/Work Experience_, 1982

_Career Preparation_

- _Curriculum Guide for Business Education_, 1982
- _General Mechanics_, 1982
- _Metal Fabrication (Millwright) Curriculum Guide_, 1982
- _Metal Fabrication--Machinist_, 1983
- _Metal Fabrication--Sheet Metal_, 1983
- _Metal Fabrication--Welding_, 1983
- _Hospitality/Tourist Industry (Foods)_, 1982
- _Hospitality Industry (Tourist Services)_, 1983

_English as a Second Language for Adults: English for Work_, 1982

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

CAREER PREPARATION

English as a Second Language for Adults: English for Work, 1982

This curriculum guide complements English as a Second Language for Adults: A Curriculum Guide published in 1981.

English for Work is directed toward Canada Employment and Immigration Commission (CEIC) sponsored courses or others which are work-oriented.

Each unit in the guide provides material at three levels of difficulty and therefore can be used in a multi-level class. Student material, which is provided for each level, can be duplicated.

The resources recommended are suitable for mature adolescents at the high-school level.

MATERIALS SUBJECT AREA(S): CAREER PREPARATION

Series Title

Title Learning Units in Careers

Author(s) A. Jackson

Publisher INSTRUCTO/McGraw Hill Date 1980

Components workbook
includes a set of reproducible worksheets

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | * | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The workbook contains 12 units on careers in a variety of occupations. Each unit describes a bulletin board/learning center presentation and a variety of activities and worksheets (which are answered at the end of the book).

### Discourse Tasks

a wide variety of oral and written tasks
role-playing

### Language Learning Processes

The materials are designed for students in the intermediate grades but can be adapted to other grades. The concrete tasks are especially rewarding for students.

working independently and cooperatively at the centers which simulate the settings and tasks of a variety of careers

MATERIALS SUBJECT AREA(S): CAREER PREPARATION

Series Title a Pacemaker Book

Title Getting a Job, 2nd edition

Author(s) F. Randall

Publisher Fearon Education Date
Order from Copp Clark Pitman
Components text-workbook
free teacher's guide

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The workbook treats of basic job-seeking skills and entry-level job opportunities.

### Discourse Tasks

reading about job-seeking procedures and job descriptions

### Language Learning Processes

The reading level is Grade 3.6.

MATERIALS SUBJECT AREA(S): CAREER PREPARATION

Series Title A Pacemaker Book

Title Finding a Job

Author(s) C. L. King

Publisher Fearon Education Date

Components text-workbook

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

This illustrated workbook expands the scope of Getting a Job with 30 student activity sheets and lessons. An answer key is included.

### Discourse Tasks

deciding
reading ads
writing up application forms and letters
taking part in interviews
talking on the telephone

### Language Learning Processes

The reading level is Grade 3.

trying practical exercises
working on vocabulary
reading illustrated 'job tips'

MATERIALS SUBJECT AREA(S): CAREER PREPARATION

Series Title

Title Moving On! To a Job
Moving On! By Staying On

Author(s) (Occupational and Career Analysis Development, Ottawa)

Publisher Canada Employment and Immigration Commission Date

Components 2 books

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| * | | * | * | | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | | * | * | |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

Discourse Tasks

reading narratives and problems
choosing and defending solutions orally
proposing alternative solutions

Language Learning Processes

working through problem-solving exercises related to getting a job and job situations

MATERIALS SUBJECT AREA(S): CAREER PREPARATION/ENGLISH

Series Title Real Life

Title Real Life Reading and Writing on the Job, Canadian edition

Author(s) R.D. Handel and E.S. Angeles

Publisher Wright Communications
Scholastic Book Services Date 1980

Components third book in the series
Real Life Reading and Real Life Writing (which are annotated in the English section of this resource book)

teacher's guide

| | | | | | | |
|---|---|---|---|---|---|---|
| Grade Level | | | | Language Level | | |
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |
| Original Audience | | | Teacher Background | | | |
| Regular | E.S.L. | Special | General | E.S.L. | Specialized | |
| | | * | * | | | |
| Modes | | | | | | |
| Integrated | Visual | Listening | Speaking | Reading | Writing | |
| * | | | | * | * | |
| Curriculum Material | | | | | | |
| Prescribed | Authorized | Out of Print | | | | |
| | | | | | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The format for the 3 books in the series is easy to use and consistent. In this third book, 'words to know' are glossed for each unit.

Discourse Tasks

basic reading and writing tasks involved in job applications, and
in working in stores, offices, service industries, with one's hands,
and in government jobs

Language Learning Processes

reading job graphs, classifying jobs, and interpreting organization charts
working on those areas which the diagnostic activities show that individuals need to practise

MATERIALS SUBJECT AREA(S): CAREER PREPARATION/ENGLISH (ESP)

Series Title English for Careers

Title 26 titles

Author(s)

Publisher Regents Date

Components a series of 26 well-planned, career related texts

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | * | | * | * |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The books focus on vocabulary of various vocational areas. Reading passages, review tests and discussion, and questions are a part of every section.

Discourse Tasks

using specialized vocabulary orally and in writing
communicating about specialized areas in different formats

Language Learning Processes

practice with specialized vocabulary in simulated real situations
review of English structures in specific situations

MATERIALS SUBJECT AREA(S): CAREER PREPARATION/ENGLISH (ESP)

Series Title

Title English That Works (1 and 2)

Author(s) K. L. Savage, M. How, and E. Yeung

Publisher Scott Foresman & Co. Date 1980

Components
2 books
2 instructor's editions
2 cassettes flashcards for Book 2
Cultural notes for Spanish 1 and 2, Chinese 1 and 2, Vietnamese 1 and 2

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | * | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | * |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | * | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | * recommended classroom text for E.S.L. adults | |

## LANGUAGE VIA CURRICULUM ROLE

### Description: Approach, Format, Contents

The subject matter of all lessons and visuals is oriented to the field of employment. The B.C. curriculum guide, English for Work, recommends this as a classroom text for E.S.L. adults.

### Discourse Tasks

conversational techniques for getting a job
listening to, reading and writing procedures for getting a job

### Language Learning Processes

These materials were designed for high-school level students new to English. Although the program teaches basic language skills, it may also be used by students at a transitional language level.
focussing on a specific purpose during the early experiences with English
interpreting visual presentations to understand concepts, procedures, and English expressions

MATERIALS SUBJECT AREA(S): CAREER PREPARATION/ENGLISH (ESP)

Series Title

Title It's Up to You Language Skills and Strategies for Getting a Job

Author(s) J. Dresner, K. Beck, C. Morgano, and L. Custer
Mission Language and Vocational School
Publisher Longman Inc. Date 1980

Components workbook
one C-60 cassette

| Grade Level | | | | Language Level | | |
|---|---|---|---|---|---|---|
| Primary | Intermediate | Secondary | University | Beginning | Transitional | Native-like |
| | | * | | | * | |

| Original Audience | | | Teacher Background | | |
|---|---|---|---|---|---|
| Regular | E.S.L. | Special | General | E.S.L. | Specialized |
| | * | | | * | |

| Modes | | | | | |
|---|---|---|---|---|---|
| Integrated | Visual | Listening | Speaking | Reading | Writing |
| * | | * | * | * | * |

| Curriculum Material | | |
|---|---|---|
| Prescribed | Authorized | Out of Print |
| | *recommended classroom text for E.S.L. adults | |

LANGUAGE VIA CURRICULUM ROLE

Description: Approach, Format, Contents

The workbook contains 6 units and uses clear, simple, black and white drawings and visuals. It contains an answer key to the exercises and transcripts of the tapes which contain authentic excerpts from interviews between prospective employees and personnel officers, employment counsellors and job supervisors.

Discourse Tasks

evaluating onself and looking at job needs, orally and in writing
reading want ads
calling about jobs
responding to interviewers
filling out application forms
role-playing

Language Learning Processes

The B.C. curriculum guide, English for Work, recommends these materials for classroom use with E.S.L. adults.
working through simple exercises related to getting a job
anticipating common interview questions
emulating the sociolinguistic rules modelled on the cassette
generally connecting classroom activities to the task of finding a job in a mainly English-speaking environment

TEACHER REFERENCE

SUBJECT AREA(S):

CAREER PREPARATION

Series Title: Place: Guided Steps to Employment Readiness

Title: A/B Identifying Your Occupation, Fitting the Requirements; C Getting the Job; D Doing Well on the Job; E Personal Needs; F Directory to Employment-Related Programs and Services

Author(s): Guidance Centre, University of Toronto in cooperation with the Employment Support Services Branch, Canada

Publisher: Employment and Immigration Commission
Date: 1984

Components: 5 volumes with the titles as given above
one counsellor's manual

| Grade Level | | | | Language Level | | | Teacher Background | | |
|---|---|---|---|---|---|---|---|---|---|
| P | I | S | U | Be-gin. | Transitional | Native-like | General | E.S.L. | Specialized |
| | | * | | | * | * | | | * |

Curriculum Material
- Prescribed
- Authorized
- Out of Print

- Supplementary *

Description

These volumes are written for native speakers of English. They are not suitable for E.S.L. students as textbooks, but they do contain interesting ideas and information for the E.S.L. teacher to adapt.

BRITISH COLUMBIA

MINISTRY OF EDUCATION CURRICULUM RESOURCES

AGRICULTURE

Agriculture Curriculum Guide/Resource Book, 1985

## LIST OF PUBLISHERS AND CANADIAN DISTRIBUTORS

| PUBLISHERS | CANADIAN DISTRIBUTORS |
|---|---|
| Academic Press Canada | Now<br>Harcourt, Brace, Jovanovich Canada<br>55 Barber Greene Road<br>Don Mills, Ontario M3C 2A1 |
| Addison-Wesley<br>P.O. Box 580<br>26 Prince Andrew Place<br>Don Mills, Ontario M3C 2T8 | |
| Alemany Press | Dominie Press |
| Edward Arnold Ltd. (UK) | Copp Clark Pitman |
| Allyn & Bacon Canada Ltd.<br>791 St. Clair Avenue West<br>Toronto, Ontario M6C 1B8 | |
| Association for Childhood Education International<br>11141 Georgia Avenue<br>Suite 200<br>Wheaton, Maryland, USA<br>20902 | |
| Berol Canada Inc.<br>Suite 201<br>2169 Springer Avenue<br>Burnaby, British Columbia<br>V5B 3M7 | |
| British Columbia Dairy Foundation<br>3236 Beta Avenue<br>Burnaby, British Columbia<br>V5G 4K4 | |
| Bennett Publishing Co. | Collier MacMillan Canada Inc. |
| Book Society of Canada Ltd. | Now<br>Irwin Publishing Inc.<br>180 Beaver Creek Road<br>Richmond Hill, Ontario<br>L4B 1B4 |
| Cambridge University Press | Dominie Press |
| Canada Employment & Immigration Commission | Now<br>Directives Management, Services Administration<br>Ottawa, Ontario K1A 0J9 |

| PUBLISHERS | CANADIAN DISTRIBUTORS |
|---|---|
| Canadian Government Publishing Centre<br>Supply & Services Canada<br>Hull, Quebec K1A 0S9 | |
| Cartographic Department<br>Clarendon Press | Oxford University Press |
| Citation Press | Scholastic-TAB Publications Ltd |
| Clare Publishing<br>4188 Virginia Crescent<br>North Vancouver<br>British Columbia V7R 3Z6 | |
| Collier MacMillan Canada, Inc.<br>Service and Distribution Centre<br>539 Collier Macmillan Drive<br>Cambridge, Ontario N1R 5W9 | |
| William Collins Sons & Co. Canada Ltd.<br>100 Lesmill Road<br>Don Mills, Ontario M3B 2T5 | |
| Copp Clark Pitman<br>495 Wellington Street West<br>Toronto, Ontario M5V 1E9 | |
| Crabtree Publishing Co.<br>102 Torbrick Avenue<br>Toronto, Ontario M4S 4Z5 | |
| Creative Publications Inc. | SETSCO Educational Ltd. |
| Cuisenaire | SETSCO Educational Ltd. |
| Dale Seymour Publications | SETSCO Educational Ltd. |
| Dominie Press<br>1361 Huntingwood Drive<br>Unit 7<br>Agincourt, Ontario M1S 3J1 | |
| Douglas & McIntyre (Educational) Ltd.<br>1615 Venables Street<br>Vancouver, British Columbia V5L 2H1 | |
| Encyclopaedia Britannica Publications<br>178 Holiday Inn Drive<br>P.O. Box 2249<br>Cambridge, Ontario N3C 3N4 | |

| PUBLISHERS | CANADIAN DISTRIBUTORS |
|---|---|
| Fearon Education | Copp Clark Pitman |
| Fearon Pitman | Copp Clark Pitman |
| Fitzhenry & Whiteside<br>195 Allstate Parkway<br>Markham, Ontario L3R 4T8 | |
| Gage Educational Publishing<br>(Canada Publishing Corporation)<br>164 Commander Boulevard<br>Agincourt, Ontario M1S 3C7 | |
| Gilbert Associates<br>4358 Notre Dame Avenue<br>Laval, Quebec | |
| Ginn & Co.<br>3771 Victoria Park Avenue<br>Scarborough, Ontario M1W 2P9 | |
| Globe/Modern Curriculum Press<br>200 Steelcase Road East<br>Markham, Ontario L3R 1G2 | |
| Graphic Learning of Canada<br>P.O. Box 91818<br>West Vancouver, British Columbia<br>V7V 4S1 | |
| Greenwillow Books<br>William Morrow & Co.<br>New York, N.Y. | MacMillan of Canada Publishing Co. |
| Guidance Associates | McIntyre Educational Media<br>30 Kelfield Street<br>Rexdale, Ontario M9W 4A2 |
| Harcourt, Brace, Jovanovich Canada<br>55 Barber Green Road<br>Don Mills, Ontario M3C 2A1 | |
| Harper & Row Publishing | Fitzhenry & Whiteside |
| D.C. Heath Canada Ltd.<br>#1600<br>100 Adelaide Street West<br>Toronto, Ontario M5H 1S9 | |

| PUBLISHERS | CANADIAN DISTRIBUTORS |
|---|---|
| Heinemann Educational Books | Irwin Publishing Inc. |
| Hodder & Stoughton (Canada)<br>Hodder & Stoughton Educational (UK) | Dominie Press |
| Holt, Rinehart & Winston of Canada Ltd.<br>55 Horner Avenue<br>Toronto, Ontario M8Z 4X6 | |
| Houghton Mifflin Canada Ltd.<br>150 Steelcase Road West<br>Markham, Ontario L3R 1B2 | |
| Hurtig Publishers<br>10560 - 105 Street<br>Edmonton, Alberta T5H 2W7 | |
| Hutchinson Publishing Group Ltd. (UK) | Copp Clark Pitman |
| Irwin Publishing Inc.<br>180 West Beaver Creek Road<br>Richmond Hill, Ontario L4B 1B4 | |
| William Kaufman Inc. | John Wiley & Sons Canada Ltd. |
| Lingual House | Dominie Press |
| Longman Group (UK) | Harcourt, Brace Jovanovich. Canada until October 1986<br>Copp Clark Pitman after October 1986 |
| Longman Inc. (USA)<br>95 Church Street<br>White Plains, New York USA<br>10601 | |
| McGraw-Hill Ryerson Ltd.<br>330 Progress Avenue<br>Scarborough, Ontario M1P 2Z5 | |
| MacMillan Publishing (UK)<br>MacMillan of Canada Publishing Co. | Gage Educational Publishing Co.<br>(Canadian Publishing Corporation)<br>164 Commander Boulevard<br>Agincourt, Ontario M1S 3C7 |

| PUBLISHERS | CANADIAN DISTRIBUTORS |
|---|---|
| Charles E. Merrill Publishing Co. | Bell & Howell Canada Ltd.<br>230 Barmac Drive<br>Weston, Ontario M9L 2X5 |
| Methuen<br>2330 Midland Avenue<br>Agincourt, Ontario M1S 1P7 | |
| Minerva Books Ltd. | Monarch Books of Canada<br>3537 Bathurst Street<br>Toronto, Ontario M6A 2C7 |
| Ministry of Supply & Services<br>Government of Canada<br>Placedu Portage Phase 3<br>11 Laurier Street<br>Ottawa, Ontario K1A 0S5 | |
| National Film Board of Canada<br>P.O. Box 6100<br>Montreal, Quebec H3C 3H5<br><br>1161 West Georgia<br>Vancouver, British Columbia | |
| Thomas Nelson & Sons | S.E.N. Books Ltd.<br>3547 Bathurst Street<br>Toronto, Ontario M6A 2C7 |
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